

R E P O R T R E S U M E S

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LEADERSHIP DEVELOPMENT SEMINAR, VOCATIONAL-TECHNICAL
EDUCATION. FINAL REPORT.

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EDUCATION, TECHNICAL EDUCATION, PROGRAM ADMINISTRATION,
COMMUNICATION (THOUGHT TRANSFER), *PROGRAM PLANNING,
LEADERSHIP, PROFESSIONAL ASSOCIATIONS,

THIRTY-SEVEN VOCATIONAL EDUCATORS, EIGHT STAFF MEMBERS,
AND 29 RESOURCE PERSONS PARTICIPATED IN A SEMINAR DESIGNED TO
DEVELOP UNDERSTANDINGS, ABILITIES, AND ATTITUDES FOR MORE
EFFECTIVE LEADERSHIP BY THE PROFESSIONAL PERSONNEL IN 11
WESTERN STATES AND GUAM. SUMMARIES OF THE FOLLOWING
PRESENTATIONS ARE INCLUDED--(1) "HOW TO COMMUNICATE--ORAL
COMMUNICATIONS" BY L. GOLDSMITH, (2) "THE CONCEPT OF A TOTAL
PROGRAM OF VOCATIONAL EDUCATION" BY M. STRONG, (3) "HOW TO
PLAN BY PERT" BY P. TULENKO, (4) "ADVISORY COUNCIL ON
VOCATIONAL EDUCATION--A PROGRESS REPORT" BY M. BARLOW, (5)
"PLANNING A TOTAL PROGRAM OF VOCATIONAL EDUCATION" BY M.
STRONG, (6) "HOW TO COMMUNICATE--AURAL COMMUNICATION" BY L.
GOLDSMITH, (7) "CONTEMPORARY FACILITIES AND EQUIPMENT FOR
VOCATIONAL EDUCATION LABORATORIES" BY J. BELLENGER, (8) "HOW
TO INTRODUCE A SPEAKER" BY L. RALSTON, (9) "INNOVATION IN
CURRICULUM DEVELOPMENT" BY L. GOLDSMITH, (10) "HOW TO
COMMUNICATE--VISUAL COMMUNICATION" BY L. GOLDSMITH, (11)
"STUDENT PERFORMANCE GOALS--MULTI MEDIA CONCEPT" BY B. HAHN
AND J. MEYER, (12) "THE NEW LEADERSHIP ROLE OF THE OFFICE OF
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TO COMMUNICATE--XTRA COMMUNICATION" BY L. GOLDSMITH, (17)
"EDUCATION AND TRAINING IN THE WORLD OF WORK" BY H. MATTHEWS,
(18) "DYNAMICS OF THE WORLD OF WORK" BY J. WALSH, (19)
"BRAINSTORMING--A TOOL OF LEADERSHIP," AND "EVALUATION OF
VOCATIONAL EDUCATION" BY B. SHOEMAKER, (20) "COOPERATION--THE
KEY" BY L. GOLDSMITH, (21) "BRIEFING FOR EDUCATION VISITS"
AND "EFFECTIVE PROGRAMS THROUGH COOPERATION" BY J. HERMAN,
(22) "INNOVATIONS IN OCCUPATIONAL EDUCATION" BY G. FUNK, (23)
"THE ROLE OF PROFESSIONAL ORGANIZATIONS" BY A. ICE, AND (24)
"LEADERSHIP--VOCATIONAL EDUCATION'S GREATEST NEED" BY C.
SMITH. SUMMARIES OF LEADERSHIP TRAINING SESSIONS, AND
DIRECTORIES OF PARTICIPANTS, STAFF, AND RESOURCE PERSONS ARE
INCLUDED. DOCUMENTS REPORTING RELATED SEMINARS AND A
CONFERENCE ARE VT 003 888, VT 002 105, AND VT 004 630. (EH)

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FINAL REPORT
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LEADERSHIP DEVELOPMENT SEMINAR
VOCATIONAL-TECHNICAL EDUCATION

August 1967

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

VT002137

**U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION**

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FINAL REPORT

**Project Number 7-0451
Contract OEG-2-7-070451-3009**

**LEADERSHIP DEVELOPMENT SEMINAR
VOCATIONAL-TECHNICAL EDUCATION**

**Clodus R. Smith
Richard S. Nelson**

**University of California
Los Angeles, California**

December 15, 1967

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

**U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE**

**Office of Education
Bureau of Research**

FOREWORD

Effective leadership is an important determinant of the success of all educational programs. The expansion of vocational and technical education programs to serve the unmet needs of all persons who may derive economic benefits from occupational training has made leadership a critical factor in the planning and administration of these programs. It seems clear that new leaders must be identified and developed at all levels of responsibility to assist development of immediate and long-range programs.

Much will be demanded of the new leadership in vocational education. Enthusiasm for new program dimensions will not be shared by all; reluctance to change is not easily overcome. In the words of Machievelli, the role of the innovator is not an easy one: "The innovator has for enemies all those who did well under the old system and lukewarm supporters of all those who might do well under the new system." A full measure of courage, skill, and tact will be demanded of leaders if the promise of new, expanding, and complex programs is to be realized.

The University of Maryland has a commitment to the pre-service and in-service development of vocational and technical educators within the state. Recognizing that attitudes, understandings, and abilities cannot remain constant in this dynamic area of activity, the University has welcomed the opportunity to extend its activities to include the specialized training program for the professional development of vocational and technical educators employed by the Office of Education and by State Boards of Education throughout the nation.

The University wishes to extend its appreciation to the staff members and participants who have expended effort in behalf of this activity.

-- Clodus R. Smith
July 1967

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PROGRAM BACKGROUND AND CONTENT

INTRODUCTION

The passage of the Vocational Education Act of 1963 signaled a new era in vocational and technical education in the United States and created new challenges, responsibilities, and areas of leadership. With the assistance of the personnel of the Vocational Education Division of the Office of Education, Department of Health, Education, and Welfare, new programs are being developed at state and local levels.

The Office of Education, Vocational Education Division, by adding new personnel, has been able to provide states with assistance to strengthen, improve, and expand existing vocational programs. The Vocational Education Act of 1963, with its many parts, has required states to train new professional staff members to become familiar with the many services of government agencies and to deepen their understandings of the total vocational program.

Through leadership development programs funded by the Department of Health, Education, and Welfare, a number of seminars have served to provide opportunities for states to have the personnel in the field of vocational-technical education keep abreast of new developments. This 1967 seminar is an outgrowth of the previous seminars funded by the Department of Health, Education, and Welfare and held through the University of Maryland.

PURPOSE

The purpose of the seminar as set forth in the contract was to provide an intensive educational program designed to develop understandings, abilities, and attitudes for more effective leadership by the professional personnel in the states. Anticipated in the outcomes is that participants can function more effectively at state and local levels and that they will involve state personnel in similar state and local programs. As states move forward with new vocational educational plans, there is difficulty in keeping up to date, especially in the areas of legislation and current trends. The seminar has been provided to help bridge the gap.

PROGRAM CONTENT

In order to provide a meaningful program, a meeting was held in the office of Mr. Sherrill McMillen, Director, Program Planning and Development Branch, Vocational Division, Office of Education, to review the evaluation of the 1966 seminars. This evaluation, prepared in the fall of 1966 at a meeting of the 1966 project directors in conjunction with the staff personnel of the Vocational Education Division of the Office of Education, contained items which gave guidelines for improving the content of future seminars.

In February of 1967 the project director, the associate director, the program assistant, and the Vocational Education Division staff of the Office of Education met with Mr. Sherrill McMillen and a selected group of his staff members to cooperatively plan the program for the summer of 1967. As a result of this planning, the content of the training program was organized to give emphasis to an interdisciplinary approach and provide opportunities to develop leadership skills in the areas of vocational-technical education.

1. The concept of a total program of vocational education
2. Planning total programs for vocational-technical education
3. Orientation of task force
4. Assignment of groups to task force problems
5. State plans and projected program of activities
6. Demonstration of a structured conference, and conference leading techniques
7. Sources, analyses, and utilization of data
8. Procedures in developing curriculum guides
9. Problem identification and implementation in vocational education research findings
10. Legislative information
11. Innovations in curriculum development
12. Developing counseling and placement programs
13. Program planning for youth and adults with special needs
14. A challenge to vocational-technical education
15. Coordination of programs with other agencies

16. Development of professional personnel in vocational-technical education
17. The organic curriculum
18. New trends in facilities and equipment
19. Public information
20. Evaluating vocational-technical education

PARTICIPANTS

This was a Western Regional seminar for specific states:

Alaska
Arizona
California
Colorado
Guam
Hawaii

Idaho
Nevada
Oregon
Utah
Washington
Wyoming

Each State Director selected one to four participants to attend the Seminar. Priority was given to potential leaders in vocational-technical education who came into leadership positions in recent years, such as new state staff members, supervisors, teacher trainers, heads of departments, consultants in vocational education, local directors, and leaders in expanding areas of vocational education.

SEMINAR STAFF

Clodus R. Smith

Project Director

Director of the Summer School and Associate Professor of Agricultural and Extension Education, at the University of Maryland; B.S., M.S., Oklahoma State University and Ed.D., Cornell University in vocational education. His experience includes eight years as vocational teacher-educator at the University of Maryland, four years as Director of the University of Maryland Summer School, and eight years as teacher-director and teacher of Vocational Education in Agriculture in local high schools. Other experience includes project director of the Induction-Inservice Training Program for Personnel in the Division of Vocational-Technical Education, U.S. Office of Education. He has served as a consultant to the Office of Economic Opportunity, member of the Board of Directors of the Job Corps Proposal Review Board, and has conducted research in vocational and higher education; currently he is serving as Educational Director for Teamwork Foundation Incorporated. Director of National Leadership Development Seminars for Vocational Education in 1965, 1966, and 1967, he also served as Director of the National Seminar on Program Planning, Budgeting, and Evaluation of Vocational-Technical Education in 1967.

His writing includes contributions to several vocational journals. He is author of two books, Planning for College and Rural Recreation for Profit. Leadership activities include President of the National Association of College and University Summer Sessions and Vice President of the American Association of Teacher Educators in Agriculture. Member of AVA, Phi Kappa Phi, Phi Delta Kappa, and Maryland Vocational Association.

Richard S. Nelson

Seminar Director

Chief, Bureau of Industrial Education, California State Department of Education, Sacramento, California. B.S., San Diego State College; M.A., San Diego State College; graduate work, University of California, Los Angeles, and University of Maryland. Work Experience: apprentice, journeyman carpenter; general building contractor, carpentry-millcabinet instructor; local supervisor, vocational education; Program Specialist, T&I, USOE; Supervisor, Industrial Education, State Department of Education; program coordinator of five National Leadership Development Conferences; seminar director, 1966 National Leadership Development Seminar for Vocational Education, Tahoe City, California. Member of AVA, CIEA, Epsilon Pi Tau, Phi Delta Kappa, ATEA.

Dale Smith

Program Assistant

Director of Guidance, Glenwood Schools, Glenwood, Iowa. B.S. Agricultural Education; M.S. University of Omaha; enrolled in doctoral program at University of Omaha. Experience in Glenwood Schools includes teacher of agricultural education and guidance counselor.

J. Lyman Goldsmith

Conference Leader

Coordinator of Vocational Education and Supervisor-in-Charge, Vocational and Practical Arts, Los Angeles Unified and Junior College Districts; B.A. Santa Barbara State College and M.S. University of Southern California. Industrial experience: sash and door millcabinet, electrical-electronics. Teacher of electricity-electronics for five years; supervisor of industrial education; supervisor of industrial arts -- Los Angeles Unified and Junior College Districts. Member of AVA, NCLAVPA, AIAA, CIEA, NCLA, Epsilon Pi Tau; California State Board of Managers, PTA.

James A. Herman

Conference Leader

Assistant Chief, Bureau of Industrial Education, California State Department of Education, Sacramento, California. B.A. and M.A. at California State College at Long Beach, completing Doctor of Education at University of California at Los Angeles. Work experience: building trades, carpenter, contractor for 9 years. Teacher Coordinator of Carpentry, Lone Pine Union High School District, California - 3 years; Teacher Coordinator of Carpentry, Antelope Valley Junior College, Lancaster, California - 1 year; Trade-Technical Teacher Education, State Department of Education, at University of California, Los Angeles - 3 years; Regional Supervisor of Trade-Technical Education, Bureau of Industrial Education, Sacramento - 1 year. Member of AVA, AIAA, CIEA, EPT, Phi Delta Kappa, NASSTIE.

Milo P. Johnson

Conference Leader

Superintendent and President, Mt. San Jacinto College, Gilman Hot Springs, California. B.S., M.A., Ed.D., University of California, Los Angeles; graduate work, California State College at Los Angeles. Work experience: seven years employment in various machine shops, three years as a journeyman machinist. Teacher at California Polytechnic College, San Luis Obispo; Santa Monica City College. Coordinator and supervisor at Santa Monica Unified School District and Santa Monica City College. Director of Secondary Education, Santa Monica Unified School District. First Superintendent and President Imperial Valley College, Imperial, California.

Lee W. Ralston

Conference Leader

Director, Practical Arts Education, Los Angeles County Superintendent of Schools' Office, Los Angeles, California. B.S. California Institute of Technology; M.Ed. University of California, Los Angeles. Ten years industrial experience, natural gasoline production, Standard Oil Company;

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Marion Wells

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Secretary, Bureau of Industrial Education, State Department of Education, Sacramento, California. Graduate of Sacramento High School; attended Sacramento Junior College. Worked for California State Division of Architecture and California State Department of Education.

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AGENDA

SUNDAY, JULY 23

11:00 a.m. - 5:00 p.m.

Registration
Lobby

3:00 - 5:00 p.m.

Reception - Social Hour
Fireside Lounge

Host:

Richard S. Nelson

MONDAY, JULY 24

9:00 - 12:00 noon

SESSION NO. 1
Fireside Lounge

Greetings:

Pat W. Loyd
Richard S. Nelson
Bart Myerson

Introductions

Conference Plan of Operation

Topic: HOW TO COMMUNICATE -- ORAL COMMUNICATION

Resource Person:

J. Lyman Goldsmith

Topic: THE CONCEPT OF A TOTAL PROGRAM
OF VOCATIONAL EDUCATION

Resource Person:

Merle E. Strong

Host:

Richard S. Nelson

1:30 - 4:30 p.m.

SESSION NO. 2
Fireside Lounge

Topic: HOW TO PLAN BY "PERT"

Resource Person:

Pete Tulenko

Topic: ADVISORY COUNCIL ON VOCATIONAL
EDUCATION -- A PROGRESS REPORT

Resource Person:

Melvin L. Barlow

Leadership Skills

Milo P. Johnson

TUESDAY, JULY 25

9:00 - 12:00 noon

SESSION NO. 3
Fireside Lounge

**Topic: PLANNING A TOTAL PROGRAM
OF VOCATIONAL EDUCATION**

Resource Person:

Merle E. Strong

Leadership Skills

Lee W. Ralston

Host:

James A. Herman

1:30 - 4:30 p.m.

SESSION NO. 4
Fireside Lounge

Topic: HOW TO COMMUNICATE -- AURAL COMMUNICATION

Resource Person:

J. Lyman Goldsmith

**Topic: CONTEMPORARY FACILITIES AND EQUIPMENT
FOR VOCATIONAL EDUCATION LABORATORIES**

Resource Person:

Joseph C. Bellenger

Leadership Skills

Milo P. Johnson

Host:

J. Lyman Goldsmith

WEDNESDAY, JULY 26

9:00 - 12:00 noon

SESSION NO. 5
Fireside Lounge

Topic: HOW TO INTRODUCE A SPEAKER

Resource Person:

Lee W. Ralston

Leadership Skills

Staff

Group A

South Lounge -- 2nd Floor

Group B

South Lounge -- 3rd Floor

Group C

South Lounge -- 4th Floor

Group D

South Lounge -- 5th Floor

Host:

Milo P. Johnson

WEDNESDAY, JULY 26 (continued)

1:30 - 4:30 p.m.

SESSION NO. 6
Fireside Lounge

Topic: INNOVATION IN CURRICULUM DEVELOPMENT

Resource Person:

J. Lyman Goldsmith

Leadership Skills

Staff

Group A

South Lounge -- 2nd Floor

Group B

South Lounge -- 3rd Floor

Group C

South Lounge -- 4th Floor

Group D

South Lounge -- 5th Floor

Host:

Lee W. Ralston

THURSDAY, JULY 27

9:00 - 12:00 noon

SESSION NO. 7
Fireside Lounge

Topic: HOW TO COMMUNICATE -- VISUAL COMMUNICATION

Resource Person:

J. Lyman Goldsmith

Topic: STUDENT PERFORMANCE GOALS -- MULTI MEDIA CONCEPT

Resource Persons:

Bruce Hahn
John Meyer

Leadership Skills

Milo P. Johnson

Host:

James A. Herman

1:30 - 3:00 p.m.

SESSION NO. 8
Auditorium, Royce Hall

Topic: THE NEW LEADERSHIP ROLE OF THE OFFICE OF EDUCATION

Resource Person:

J. Graham Sullivan

Introduction:

Wesley P. Smith

3:00 - 4:30 p.m.

SESSION NO. 9
Fireside Lounge

Topic: PROGRAM PLANNING AND BUDGETING

Resource Persons:

Ernest G. Kramer
John Bunten
Wesley P. Smith

Host:

Lee W. Ralston

THURSDAY, JULY 27 (continued)

6:00 p.m.

Prime Rib Dinner

Dining Room

FRIDAY, JULY 28

9:00 - 12:00 noon

**SESSION NO. 10
Fireside Lounge**

Topic: HOW TO PLAN A CONVENTION

Resource Person:

Lee W. Ralston

**Topic: IMPLICATIONS OF CURRENT RESEARCH
IN TEACHER EDUCATION**

Resource Person:

C. Thomas Dean

Leadership Skills

Staff

Group A

South Lounge -- 2nd Floor

Group B

South Lounge -- 3rd Floor

Group C

South Lounge -- 4th Floor

Group D

South Lounge -- 5th Floor

Host:

James A. Herman

1:30 - 4:30 p.m.

**SESSION NO. 11
Fireside Lounge**

Topic: HOW TO COMMUNICATE -- XTRA COMMUNICATION

Resource Person:

J. Lyman Goldsmith

Topic: EDUCATION AND TRAINING IN THE WORLD OF WORK

Resource Person:

Howard A. Matthews

Leadership Skills

Staff

Group A

South Lounge -- 2nd Floor

Group B

South Lounge -- 3rd Floor

Group C

South Lounge -- 4th Floor

Group D

South Lounge -- 5th Floor

Host:

Milo P. Johnson

MONDAY, JULY 31

9:00 - 12:00 noon

SESSION NO. 12
Fireside Lounge

Topic: DYNAMICS OF THE WORLD OF WORK

Resource Person:

John P. Walsh

Leadership Skills

Staff

Host:

J. Lyman Goldsmith

12:00 - 1:30 p.m.

Buffet Lunch

Dining Room Patio

1:30 - 4:30 p.m.

SESSION NO. 13
Fireside Lounge

Topic: BRAINSTORMING -- A TOOL OF LEADERSHIP

Topic: EVALUATION OF VOCATIONAL EDUCATION

Resource Person:

Byrl R. Shoemaker

Leadership Skills

Staff

Host:

James A. Herman

TUESDAY, AUGUST 1

8:30 - 9:00 a.m.

SESSION NO. 14
Fireside Lounge

Topic: COOPERATION . . . THE KEY!

Resource Person:

J. Lyman Goldsmith

Host:

James A. Herman

TUESDAY, AUGUST 1 (continued)

9:00 - 4:30 p.m.

INDUSTRY VISITATION

Autonetics
Bendix Corporation
Long Beach Naval Shipyard
McDonnell-Douglas Aircraft Corporation
Rocketdyne
Shell Chemical Company
T.R.W. Systems

6:00 - 7:00 p.m.

Bar-B-Que Steak Buffet

Dining Room Patio

7:00 - 9:00 p.m.

Group Strategy Conference

WEDNESDAY, AUGUST 2

8:00 - 8:30 a.m.

SESSION NO. 15
Fireside Lounge

Topic: BRIEFING FOR EDUCATION VISITS

Host:

James A. Herman

8:30 - 4:30 p.m.

EDUCATION VISITATION

Adult Occupational Training Center
Community Skill Center (West Coast Trade School)
Dorsey High School
East Los Angeles Skill Center
El Camino College
Huntington Park High School
Industrial Education Office -- Morenga Center
Los Angeles Pierce College
Los Angeles Trade-Technical College
Manual Arts High School
National Technical Schools
Washington High School
Westchester High School

7:00 - 9:00 p.m.

Group Strategy Conference

THURSDAY, AUGUST 3

9:00 - 12:00 noon

SESSION NO. 16
Fireside Lounge

Topic: EFFECTIVE PROGRAMS THROUGH COOPERATION

Resource Person: James A. Herman

**Technique: Reports
Brainstorming
Buzz Session
Panel Discussion**

Moderator: Lee W. Ralston

Panel:
J. Wesley Johnson
William Johnson
Francis Laird
Louis Mandelbaum
C. Allen Paul
James O. Plusch

Host: J. Lyman Goldsmith

1:30 - 4:30 p.m.

SESSION NO. 17
Fireside Lounge

Topic: INNOVATIONS IN OCCUPATIONAL EDUCATION

Resource Person: B. Gordon Funk

Leadership Skills Staff

Group A	South Lounge -- 2nd Floor
Group B	South Lounge -- 3rd Floor
Group C	South Lounge -- 4th Floor
Group D	South Lounge -- 5th Floor

Host: Milo P. Johnson

FRIDAY, AUGUST 4

9:00 - 11:30 a.m.

SESSION NO. 18
Fireside Lounge

Group Reports

Topic: THE ROLE OF PROFESSIONAL ORGANIZATIONS

Resource Person: Alton D. Ice

**Topic: LEADERSHIP -- VOCATIONAL EDUCATION'S
GREATEST NEED**

Resource Person: Clodus R. Smith

Closing Ceremonies

Host: Richard S. Nelson

MONDAY, JULY 24

9:00 - 12:00 noon

SESSION NO. 1

Greetings

Pat W. Loyd
Program Officer
Business & Office Occupations
Region IX, U. S. Office of Education
San Francisco, California

To paraphrase Dr. Grant Venn, "less than a decade ago the unofficial position of the Federal Government was to phase out vocational education as a government-supported program. As late as 1958, the interest in the subject was so low that it was nearly non-existent. It was not because anyone was particularly critical of vocational education; it just had very little visibility. Now, ten years later, it is no exaggeration to call it the number one Federal program in education."

To substantiate this point of view, President Johnson, in his message on education to Congress on February 28, said:

"Three out of ten students in America drop out before completing high school. Only two out of ten of our nation's young men and women receive college degrees.

"Too few of these young people get the training and guidance they need to find good jobs.

"I recommend legislation to aid secondary schools and colleges to develop new programs in vocational education, to make work part of the learning experience and to provide career counseling for their students.

"I recommend an amendment of the college work-study program which will for the first time permit us to support cooperative education projects.

"I am also requesting the director of the Office of Economic Opportunity and the Secretary of Labor to use Neighborhood Youth Corps funds at the high school level for this purpose."

The Commissioner of Education also recently underscored the importance of vocational education before the National Association of Secondary School Principals, saying:

"The hour is late for development of a comprehensive curriculum -- one that gives vocational offerings equal time and, I might add, equal status with the academic program. Equal time, equal status, and equal quality of instruction for vocational education ... (is what is needed) ... with such things as adequate and accurate

career counseling, work-study program, and job placement services."

These kinds of statements were not being made in 1958 when the National Defense Education Act was passed. It seems a little startling when you realize that total funds dispensed by the Office of Education during the fiscal year 1955-56 was about \$160,000,000, and that during the fiscal year 1966-67 approximately \$4.2 billion were distributed by the Office. The impact of this kind of increased volume of activity certainly has revolutionized the activities of the Office of Education and, as a result, has necessitated the decentralization to the Regional Offices.

We think we are getting in a position to serve states more effectively and efficiently. We hope you and other state educational leaders will feel free to call upon us for assistance. We sincerely need you, the leaders in vocational and technical education.

TOPIC 1: How to Communicate -- Oral Communication

J. Lyman Goldsmith

Skills related to the spoken language as practiced in conversations and informal and formal presentations can be improved by following these suggestions:

- Be Prepared - plan what you are going to say - organize your thoughts before speaking
- Practice - rehearse "out loud" what you are going to say - talk to a mirror
- Use Good Grammar - incorrect use of English can never be excused
- Use Body Physics - use appropriate gestures - move your body
- Use "Dramaflair" - use the elements of showmanship - be dramatic, but don't burlesque
- Be "Mike-wise" - learn how to use the microphone properly
- Be Yourself - be yourself - don't be a different you
- Extemporize - don't read - don't memorize - use notes if necessary, but extemporize if possible

**TOPIC 2: The Concept of a Total Program
of Vocational Education**

Merle E. Strong
Assistant Director
Division of Vocational
& Technical Education
U. S. Office of Education
Washington, D.C.

It is appropriate to look at some very basic concepts that should serve as bench marks in planning a total program of vocational education. This look at basic concepts should be placed in the perspective, however, of where we are in our societal development and where we are projected to be -- particularly in terms of technological change.

Recently a group of skilled reporters talked to experts in many fields to get the best informed opinions of probable developments between now and the year 2000. We must remember that those youth now graduating from high school at 18 years of age should be middle aged in the year 2000 and at the height of their working careers some 30 years from now. Here are just a few of the things reporters gleaned from the experts.

- * In the year 2000 there will be more than 6 billion people in the world -- double the present total. Population in the U.S. will be close to 340,000,000, compared with 198,000,000 in 1966. Population growths abroad could prove a bonanza for U.S. businesses that sell their wares and services around the globe. The latest issue of U. S. News and World Report states that the United States has 7% of the world's population, 6% of the world's land, but 50% of the productive power of the world.
- * Meeting the world's need for food will require a very big jump in output. Automation will lift the yields of farmers. The real race of the future will be between population and education.
- * Computers will bring problems along with their many benefits. From fewer than 1,000 in 1956, there are now over 3,000 in operation. Predictions are that there will be 85,000 in operation in 1975 and 220,000 in operation in the U.S. by the year 2000.
- * Huge nuclear facilities will help the U.S. meet the surging power demand. Billions of gallons of salt water will be converted into fresh water to supply large city needs.
- * Growth in transportation will be fantastic with airplanes expected to exceed 4,000 miles per hour before the end of the century.
- * Mars landings from a space station and a sizable operation on the moon are seen as likely space feats, and it is entirely possible we will have flown with passengers to the outer planets.
- * Satellites will make global picture phone possible. Computers will be able to communicate with each other at incomprehensible speeds.

- * Tomorrow even the home will be different. Electronic wizardry will transform life in the homes with sonic cleaning devices. Combination freezer-microwave ovens will take care of the cooking automatically.

It is within this content that the concept of a total program of vocational education must be projected. The needs of youth and adults are changing rapidly; and we must, therefore, not try to meet them with yesterday's programs -- except as these programs are proven appropriate -- but must project new and expanded programs.

What is vocational education -- and its purpose?

- * The controlling purpose of vocational education is to fit persons for gainful employment.
- * The vocational education program does not take the place of general academic education -- it supplements and enhances education for students who want training for a chosen occupation. It is part of a well-rounded program of studies aimed at developing competent workers, recognizing that the American worker should also be competent economically, socially, physically, intellectually, and in a civic sense.
- * Vocational education helps to give definitive purpose and meaning to education by relating training to specific occupational goals; it also develops abilities, understandings, attitudes, work habits, and appreciations which contribute to a satisfying and productive life.
- * It is a flexible program providing for the possibility of meeting a broad range of specific needs at many levels and of many types.
- * Vocational education for adults plays an essential role in maintaining American efficiency in production. Adult workers in any field, through training in skills and knowledge related to their occupations, can adapt themselves to technological advances and other developments in their occupations to become more productive, to prepare themselves for advancement, and to increase their earning capacity.

P.L. 88-210 -- the Vocational Education Act of 1963 -- in the declaration of purposes states: It is the purpose to maintain, extend, and improve existing programs of vocational education, and to develop new programs of vocational education, so that persons of all ages in all communities of the state will have ready access to vocational training or retraining."

The following major purposes of vocational education, as set forth in the Vocational Education Act of 1963, must be reflected in a total program.

To provide vocational education for:

- * Persons attending high school

- * Persons who have completed or left high school and who are available for full time study in preparation for entering the labor market
- * Persons who have already entered the labor market and who need training or retraining to achieve stability or advancement in employment
- * Persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program

The six fundamental charges of the Act are:

- * Programs need to be geared to immediate and projected labor market needs -- local, state, regional, and national
- * Programs are to be developed for all non-professional occupations -- low skill to high skill
- * Programs are to be developed for persons of all ability levels -- appropriate to their abilities, interests, and needs
- * Programs can and do operate in all kinds of institutions -- public and private
- * Vocational education should be a democratic process for matching people with jobs
- * Vocational education should be a modern social efficiency device. Its services must be provided to all. It must serve as a vehicle through which all groups in our society may be assimilated into full membership and productivity.

An evaluation is required in P.L. 88-210 every five years, with an ad hoc council to report on the first evaluation by January 1, 1968. The nature of the report will be based upon the following questions:

- * What changes or impact has the new act brought about?
- * What is the quality of the program -- what improvements?
- * What lies ahead? What are the unmet needs, the deficiencies, the gaps?

Under the Program Planning and Budgeting System, cost/benefit studies to make better choices and wiser decisions are being stressed. A total program of education must be based upon a sound program planning and budgeting system. It is only recently that economists have turned their efforts toward attempts to measure education in terms of its economic benefits. An interesting treatment of this subject is found in the Journal of Human Resources -- Education, Manpower, and Welfare Policies, University of Wisconsin, Summer, 1967.

Basic and overriding is the challenge to meet the vocational education needs of all individuals at all levels across the nation. This challenge dictates that we direct our attention to the following:

- * The identification of real needs for training at all levels
- * The development of programs, including curriculum development, to meet these needs
- * Building of facilities capable of handling programs
- * Development of staff for leadership, teaching, and ancillary personnel

1:30 - 4:30 p.m.

SESSION NO. 2

TOPIC 3: How to Plan by "PERT"

Pete Tulenko
Data Processing Department
Rocketdyne
Canoga Park, California

In 1958, the management consulting organization of Booz, Allen, and Hamilton, in conjunction with the U.S. Navy's Special Project Office, developed a technique called PERT (Program Evaluation and Review Technique). The PERT concept was designed to integrate multiple work efforts into a total system. Through the logical sequencing of tasks into network format, these complex efforts could be evaluated and subsequently integrated into a total system, such as Polaris, Apollo, etc.

PERT was originally designed as a planning and estimating technique. It does not plan for the manager, but it does reflect the planning and work effort. The network not only graphically displays work tasks but depicts the various interrelationships involved in the total work effort. It also creates a means for simulating alternate courses of action through the manipulation of activities and events.

The PERT technique is relatively simple and straight forward once the basic concept and terminology have been mastered. PERT is the logical statement of work in terms of task interdependencies. The terminology includes about two dozen unique terms; and once understood, they are quickly assimilated into a working vocabulary. PERT is predicated on the assumption that the information provided the system is valid. This information is evaluated every two weeks and processed as a total program on this basis. This two-week cycle prepares timely information for managerial decision making. Considered in this bi-weekly frame of reference, it is a timely and, predicated on estimate validity, an accurate management tool.

The PERT application provides a clearer definition of program objectives. These objectives, once defined, act as bench marks for control purposes and, in fact, provide a control technique for assuring program/project

success. When properly applied, the PERT technique will contribute:

- * Better definition of program/project objectives
- * More meaningful task description
- * A logic diagram describing "work" interrelationships
- * A more explicit description of the total program/project
- * Better communication
- * A technique for resource allocation
- * A simulation capability for decision making
- * A timely and accurate status position
- * An excellent program/project variance analysis
- * A clear understanding of responsibilities

TOPIC 4: Advisory Council on Vocational
Education: Progress Report

Melvin L. Barlow
Staff Director
Advisory Council on
Vocational Education
U. S. Office of Education
Washington, D.C.

The first major evaluation of the need for vocational education occurred with the publication of the report of the Commission on National Aid to Vocational Education in 1914. The second major evaluation consisted of the report of the Panel of Consultants on Vocational Education in 1962. These two reports have two common elements. First, the evaluations were requested by a President of the United States. Second, each evaluation has led to a major vocational education act -- the Smith-Hughes Act in 1917, and the Morse-Perkins Act in 1963 (VEA '63).

It was apparent to the Panel in 1962 that frequent reviews of the national program were imperative in order to provide the background data and the rationale for improvements in vocational education. The Panel's report indicated succinctly that such evaluations were necessary, and the Congress carried out the recommendation in Section 12 of VEA '63.

Section 12 requires that the Secretary of Health, Education, and Welfare appoint an Advisory Council on Vocational Education in 1966, and that the Council report to the Secretary no later than January 1, 1968. The section states further that the process shall be repeated at intervals not to exceed five years. This is one of the most progressive aspects of the new day in vocational education.

Although the Council's report will not be in printed form until late in December 1967, it has been noted by the Council staff in Washington that much has been accomplished under the influence of VEA '63. Despite such progress, and the success stories of great achievements in vocational education, much remains to be completed. Vocational education has not yet been made available to all who need such assistance in order to become productive

workers in our complex social and economic world of work. Proposed amendments to VEA '63 will very likely urge further flexibility in programs of vocational education and will recommend that a greater share of the decisions about vocational education should be made at the state and local levels.

It is within the realm of expectation that the Congress will provide funds more generously to support "outreach" programs -- the in-school age group who are not in school, the dropouts, and a variety of disadvantaged school age youth. In a similar fashion vocational education programs for employed, underemployed, unemployed, and a variety of special situations related to "hard core" situations, retraining, and the like will receive attention in the Congress. Our present Federal investment in vocational education is quite modest. It is expected that substantial funds will be provided for the new vocational education programs of the future.

Vocational education has been described as the success story of the century, but this is only a beginning to what the future can provide. Needed are teachers and administrators with well developed leadership talents. The challenge of the future, as it has been in the past, is to provide a new day for millions of persons who provide the goods and services required by society.

LEADERSHIP SKILLS

Milo P. Johnson

Conference leading as a specialized leadership skill was presented to the Seminar participants through explanations of the step-by-step procedures recommended for conference leaders, through demonstrations of conference leading which were conducted by the staff, and by practice conference sessions led by each conference participant. Included in the demonstrations were man-to-man conferences, prime problem conferences, and agenda-type conferences. A syllabus covering in brief form the most important elements in the conference leading process was distributed.

The first general session held on the subject of conference leading included a discussion of definitions and basic elements of a conference, limitations of the conference procedure, the use and evaluation of facts in a conference, and the utilization of conference procedures in a man-to-man problem solving discussion. Following this presentation, a role playing (role portraying) demonstration of a one-to-one discussion was shown in front of the seminar. This role portraying was stopped at a critical point, and all participants in the room were divided into pairs. Each of these pairs were assigned roles to assume, and then they were given a problem on which to work. Each of the participants kept notes on their agreed-upon conclusions, and these were turned in for evaluation by the leader of this session.

TUESDAY, JULY 25

9:00 - 12:00 noon

SESSION NO. 3

TOPIC 5: Planning a Total Program of
Vocational & Technical Education

Merle E. Strong

Recorded in history are peaks of progress and advancement of human knowledge. It is recognized and generally agreed that the two decades since the end of World War II encompasses a period in the explosion of human knowledge and progress exceeding the recorded history.

An examination of just a few of the headlines in Sunday's paper:

... Explorer 35 orbiting the moon -- equipped to take precise readings of the moon environment

... Dark side of moon mapped

A cartoon which you may also have seen illustrates what I have been attempting to point out -- as the character says, "As a commencement speaker I used to admonish the graduates to reach for the moon -- what do I tell them now?" At the same time, there are headlines such as in this morning's paper--Riots in Detroit -- Harlem -- etc. It is in this context that we must face the problem of program planning for vocational education.

Program planning and development is not new to our society -- what is new is that the activities have become more complex; the magnitude of programs has expanded enormously; and the funds for all programs have greatly expanded, necessitating immediate and long-range planning at all levels of responsibility.

Organized, comprehensive immediate and long-range planning in top management levels is largely a post-war development pioneered by private industry.

In August 1965, President Johnson directed the introduction of a planning-programming-budgeting system in each of the executive agencies as a means for achieving more effective and efficient management programs. The "systems" approach introduced in the Department of Defense is a method of utilizing the planning and development approach to immediate and long-range problems.

Peter Drucker has defined planning as follows:

"Planning is the continuing process of making present entrepreneurial (risk-taking) decisions systematically and with the best knowledge of their futurity, organizing systematically the efforts needed to carry out these decisions, and measuring the results of these decisions against the expectations through organized systematic feedback."

A more concise definition is one used by Secretary of Defense McNamara:

"... planning is simply a systematic appraisal and formulation of your objectives and of the actions that you believe necessary to achieve those objectives."

Planning, used in the foregoing sense, is not merely forecasting or predicting the future. It is not solely the projection of current programs or their costs. Neither is planning a process that deals only with future effects of present decisions. Planning is largely a job of making things happen that would not otherwise occur.

Planning is a frame of mind, a new way of looking at problems, a viewpoint, rather than a tool or technique. While it is one of top management's most important responsibilities, it is dependent for success upon the participants of all levels in the formulation of plans and in their execution.

The planning process should make all members of an organization planners in themselves and work toward achieving the major goals and objectives of the organization. Planning should be done by an organization as a whole, not by a small group of gifted individuals.

Planning as framework for decision-making is very important, yet it usually runs second to operation in terms of priority; consequently, the administrator who is a doer often gets in a position where he reacts to, rather than influences, events. Comprehensive planning keeps goals and objectives in the forefront and stresses factors involved in reaching them.

Effective planning requires more than new staff or procedures -- there are principles which are useful in the nature and structure of planning:

- * Planning must be related to the decision-making process
- * Planning must have the support of top management
- * Planning formulates goals for all group action
- * The planning process must permeate the organization and help accomplish objectives
- * Planning formulates program and procedural policy
- * Planning requires proper timing and scheduling of key events
- * Planning requires communication to all levels of an organization
 - ...Program goals
 - ...Program objectives
 - ...Program data
 - ...Program premises
 - ...Program options
 - ...Program designs

Our Division has been engaged in making a five-year projection for the program of vocational and technical education. This projection of

program, insofar as we have been able to do it, is based on identified needs or program gaps. We are very sensitive to some of these needs from the urgent requests that are received. For example, last Saturday night at 9 p.m. a telephone call was received directing that information be provided on vocational resources and expenditures made in Newark, New Jersey. With the present headlines, I'm sure the phones are buzzing about information on Detroit.

To a great extent, appropriations must now be justified by virtue of their probable impact on serious social problems or needs. I would predict that this will become increasingly true of state funds.

Never in the history of vocational-technical education have we faced the multiplicity of problems and the need for immediate and long-range planning at the Federal, state, and local levels.

The following list of unmet needs has been identified by our Division and has served as a basis for projecting program and legislative support.

1. The Large City Problem
2. The Rural Problem
3. Programs to Meet Special Needs - Disadvantaged
4. Critical Manpower Shortage
5. Area Vocational Schools and Other Vocational-Technical Facilities
6. Vocational-Technical Instructors, Teacher Educators, Guidance Counselors, Research Specialists, and Administrators
7. Student Placement Services
8. Residential Vocational Schools
9. Work-Study -- Cooperative and Other Work-Experience Programs
10. Cooperation with Agencies, Associations, Organizations, and Other Groups Interested in and Having Responsibilities for Occupational Training
11. Improvement and Expansion of Programs of Vocational-Technical Education

LEADERSHIP SKILLS

Lee W. Ralston

Conducting a Buzz Session

An effective way of getting individual participation in a large group meeting is to use a buzz session. This approach provides for taking advantage of the natural tendency to want to discuss and talk freely with a small group. The same individual will not talk to a group of 50 or 100, nor could all of them talk even if they were so inclined.

A buzz session can follow several different types of presentations. It might follow a single speech, it might be used after a symposium, or it might be used to evaluate the ideas generated during a brainstorming session.

The procedure that is followed is for the discussion leader or chairman to instruct the group to break up into small groups of approximately six people. The method of accomplishing this will depend upon the physical arrangements of the meeting. Each buzz group will select a leader and a recorder and informally discuss the delivered speech and formulate questions to get further discussion or clarification.

The length of time for discussion will vary from two to six minutes, depending upon the previous presentation or presentations.

1:30 - 4:30 p.m.

SESSION NO. 4

TOPIC 6: How to Communicate -- Aural Communication J. Lyman Goldsmith

Skills related to listening can be improved by following these suggestions:

- Be Attentive - pay attention to what is said
- "Engage Mental Gears" - think about what is being said
- Show Interest - use facial expressions to indicate your reactions
- Respond - encourage speaker by oral responses during face-to-face conversations
- Anticipate - try to "think ahead" of the speaker
- Take Notes - important information can best be kept for reference or use in note form

TOPIC 7: Contemporary Facilities & Equipment for Vocational Education Laboratories

Joseph C. Bellenger
Assistant Superintendent
Vocational & Adult Education
San Jose Unified Schools
San Jose, California

The development of contemporary facilities and the selection of equipment for modern vocational programs requires a full recognition and understanding of the technological and computerized world of today and tomorrow. There are many factors that must be considered when constructing and equipping contemporary vocational facilities.

1. Conditional Limits

The construction and equipment of any vocational facility is restrained by the conditional limits set by educational purposes, by the educational organization, and by finances.

A. Educational Purposes

The four main purposes of vocational education are technical transfer, pre-employment, upgrading, and retraining.

Two of these purposes -- technical transfer and pre-employment -- assume that the student enters training at the point of origin. In this context, the technical transfer program implies that a student will transfer to further vocational education, while the pre-employment program implies that the student will go to work upon completing the program. In either case, the length of training may vary from a few weeks to two years, or longer.

The third educational purpose -- upgrading -- assumes that the student has gained previous skills in a given period of time as an employed worker. Some of the skills may have been acquired previous to employment through an educational program. Persons entering vocational education for upgrading have varying levels of skills.

The fourth major purpose -- retraining -- assumes previous occupational skills which are no longer usable or are only partially useful. The person enrolled in a retraining program has a background of occupational experiences to assist him in learning new skills useful in his own changing occupation or in a new occupation to which he aspires.

One other fact to consider is that vocational education is an activity shared among industry, business, the public schools, and many other public and private agencies. On-the-job training, both in cooperation with the public schools as well as exclusive of the public schools, is increasing in its formality. In many instances formalization of OJT is being increased through Federal and state agencies in affiliation with the educational departments.

B. Educational Organization

The conditions that exist within a comprehensive high school offer quite different limits than the conditions which exist in a vocational center that may serve as many as 20 high schools.

C. Finances

The problem is how best to use available financing, whether it be in a lump sum or whether it is to be accumulated over a period of years.

These conditional limits are not new but have much greater significance in today's concern for vocational education than they have had in the past.

In the past, our solution to conditional limits has been relatively simple. For purposes of simplification, we have used what may be termed the "box" approach. For each given increment of money a classroom is built and equipment, students, and a teacher are put in that classroom. A basic approach has been to select a specific, somewhat limited occupational area and to create within the "box" actual employment conditions and thus train students in a "realistic fashion."

The constructing and the equipping of contemporary vocational facilities can no longer rely on this method. There are trends away from this method, particularly in some of the junior college program developments; but on the whole vocational educators tend to approach the development of facilities and the selection of equipment through a duplication of already existing educational facilities or actual conditions of employment. Future approach to contemporary facilities and equipment must consider not only the conditional limits imposed in all cases, but must also consider many concepts which have great significance in our technological and computerized world of today and tomorrow.

2. Creative Development

The vocational educator's purpose is to create a contemporary facility without duplicating a previous facility. He must understand the conditional limits within which he is to work. His creative development can very effectively be guided through the recognition and understanding of a series of concepts and through the use of appropriate resources.

A. Concepts

Concepts are not fixed -- they are free swinging -- and are available for application in almost any environment. They are creative ideas which can be directed toward a given purpose or purposes.

(1) Flexibility

The rapid changes occurring in today's technological and computerized world establish flexibility as a basic ingredient, and flexibility is more applicable to buildings

than equipment. Whether the construction project is to be large or small, it is possible, through careful planning, to achieve flexibility; the opportunity to make rapid changes is a must.

(2) Aesthetics

An appropriate status for vocational education is difficult to attain. Through the use of aesthetics, facilities can be made attractive enough to create in themselves some status.

(3) Team Teaching

Coupled with the concepts of teaching technologies and flexible scheduling, team teaching can be used in teaching vocational subjects. The design of new vocational facilities must accommodate the physical requirements of team teaching.

(4) Teaching Technologies

There are many new methods of presenting instruction: continuous films and filmstrips, closed-circuit television, computer programs, etc. Many of these newer techniques are especially applicable to the teaching of vocational subjects. Adequate provisions for introducing these teaching devices should be included during the construction of new facilities.

(5) Flexible Scheduling

The use of a number of teachers as a team to provide occupational instruction requires the use of flexible student schedules, and it is possible to use this concept in the field of vocational education.

(6) Measurable Student Objectives

Robert Mager, in the book "Preparing Instructional Objectives," states the case for writing student objectives that are measurable. This is not a new concept for the vocational educator but is one that needs re-examination and reinforcement.

(7) Family of Occupations

Modern technologies have created many changes in the methods, materials, skills, and information needed within occupational areas. There are many overlaps among today's occupations, there are amalgamations of occupations, and there are new and emerging occupations with vocational relationships to existing occupations. The concept of a family of occupations is becoming more meaningful to those of who have responsibilities for preparing youth for work. This concept has considerable

implication for the design and arrangement of vocational facilities.

B. Resources

There are many resources traditionally used by vocational educators in the development and successful operation of vocational programs. These resources include teaching staff, advisory committees, subject matter specialists, vendors, research (both formal and informal), and administrators. In the construction and equipping of modern facilities, the administrator becomes the most important among all resources. The construction of a vocational facility is, in a sense, final; the administrator is required to make many decisions which create facilities to be lived in for a long time.

3. Nuts and Bolts

The preparation of educational specifications for the purchase of equipment is an often overlooked, but very important, requirement. Safety is always a necessary consideration. The selection of a vendor who is responsible and will stand behind his product is of economic advantage.

In planning for the constructing and equipping of contemporary vocational facilities, there are limits which are prescribed by established or existing conditions and within these limits much creative development can occur. The forces which contribute to this creative development are concepts and resources.

It is the vocational administrator who must, in a sense, use his own mind as the computer to establish as many appropriate correlations between limits and concepts as his talents will permit. From these correlations will come many alternatives for contemporary facilities and equipment. Hopefully, his talents and imagination would utilize the power of the concepts to create contemporary facilities and equipment that will permit the achievement of the educational purposes.

LEADERSHIP SKILLS

Milo P. Johnson

A presentation was made on leading a prime problem conference which included: basic elements of a prime problem conference, wording the conference problem, the use of analysis charts, arranging the conference follow-up, and writing a conference report. A demonstration conference was led with the whole group of 37 participating. It was on the subject of "What Can We (As Leaders in Vocational-Technical Education) Do to Help Teachers and Employers Accept Marginal Students Who Must Overcome Social and Economic Handicaps?"

At the conclusion of this demonstration, the participants were given their assignment regarding the leading of one conference in one of four small groups of about ten people. The Seminar schedule provided for six two-hour sessions for small groups to meet with one of the staff members present and responsible for making the practice leading sessions realistic leadership development experiences.

Each small group was told that at the last session of the Seminar they would be responsible for making a 12-minute report. They were requested to make these reports as summaries of the material developed in their practice conferences. The following were assigned as general topics, one for each of the four groups: (1) Surveys, (2) Teachers, (3) Curriculum, and (4) Evaluation. It was further explained that the report could be made by one or more members of the group and it should be assumed that the audience for these reports is a board of trustees. The small groups were requested to take the role of an independent group of consultants reporting to the trustees who were planning to establish several new institutions of various sizes and emphases, all with vocational-technical programs. Each small group was cautioned to see that their report was carefully planned for both its content and its effective communication.

When the participants led their conferences in the small groups, following the technique demonstrated, their performance was evaluated by group discussion led by a staff member; and the participant leaders were told what leadership skills they demonstrated well and what they needed to do in order to improve their conference leadership skills.

WEDNESDAY, JULY 26

9:00 - 12:00 noon

SESSION NO. 5

TOPIC 8: How to Introduce a Speaker

Lee W. Ralston

There are several things that must be done to successfully introduce a speaker to an audience.

1. Sell speaker and speech to audience
2. Develop interest and attention by creating suspense and climax
3. Create a climate that will put speaker and audience in proper mood
4. Do this naturally, briefly, and sincerely

To accomplish these objectives, the following steps are suggested.

1. Tell audience the subject and why speaker is qualified to talk about it. Tell what he has done that enables him to speak with authority, his title, his position, his experience. Give only high spots of his biography.

2. In some cases, you may want to introduce the audience to the speaker, to create a better climate.
3. Give title of speech and then pronounce clearly the speaker's name as the final word of your introduction.
4. Lead the applause and remain standing until the speaker is ready to begin his speech.
5. Then sit down and listen attentively.

A concise guide for a good chairman is:

1. Be enthusiastic
2. Be sincere
3. Be brief
4. Be seated

1:30 - 4:30 p.m.

SESSION NO. 6

TOPIC 9: Innovation in Curriculum Development

D. Lyman Gundersmith

Innovation in curriculum development is today more directly related to format and content than to techniques. The vocational education curriculums of 1967 are still developed through joint team interaction of labor, management, and school representatives. The "must knows" of instructional programs are still outlined and listed as they were in the early days of trade analysis, though in a different format. Innovation in curriculum content in recent years is tied to the identification of those instructional units which are basic and required as a minimum for all students and those instructional units which are offered in addition for more able students. Formats reflect this content organization by "boxing" or otherwise identifying the required minimum instructional units.

Transparencies were used to show various curriculum formats and illustrate instructional unit content.

The one column - single page format ... all instructional units organized under appropriate headings on a single page or series of pages

The two column - single page format ... all instructional units organized under appropriate headings under two columns on a single page or series of pages

The four column - facing pages format ... all instructional units organized with appropriate headings under the four columns of two facing pages. Two of the four columns are commonly headed "Skills and Processes" and "Related Technical Information," while the other two columns may be used for a listing of instructional units grouped under headings such as "Shop or Lab Jobs," "Student Assignments," "Instructional Aids," "General Information," and "Teacher Notes."

The fact that any curriculum is only as good as its most recent revision was illustrated with the statement: "Oh no, you mean you want the revised revision of the original first revised revision revised again?"

THURSDAY, JULY 27

9:00 - 12:00 noon

SESSION NO. 7

TOPIC 10: How to Communicate -- Visual Communication J. Lyman Goldsmith

Skills related to writing can be improved by following these suggestions:

- Be Clear - avoid long drawn out sentences
- Be Concise - use simple words - be brief
- Use Accepted Techniques - use the who, what, when, where, why, and how approach - use writers' tricks and standards
- Use Good Grammar - incorrect use of English brings personal criticism
- Be Colorful - incorporate sparkle, interest, and punch in your writing

Skills related to the preparation and use of visuals can be improved by following these suggestions:

- Be Discreet - use illustrations when they add to the degree of communication
- Don't Overdo - avoid the confusion of cluttering or showing too much
- Be Artistic - use color, design, and the elements of good design
- Utilize Resources - use appropriate and available material - obtain the services of others

TOPIC 11A: Student Performance Goals --
Multi Media Concept

Bruce Hahn
Assistant Supervisor
Vocational Teacher Education Project
Mt. San Jacinto College
Gilman Hot Springs, California

The term "multi media" probably has two roots or origins, one from the idea of multiple materials for learning, the other from the psychological idea of multi-sensory learning. Multi media courses of instruction for both academic and vocational classes are being developed by the staff of Mt. San Jacinto College. Concentration is on those types of multi media lowest in cost and easiest to produce, at the same time being effective. In the course titled, "The Instructional Process in Vocational Education," mimeographed materials and film strips with accompanying sound tapes are mostly used. Occasional use is made of sets of overhead transparencies, opaque picture series, books, and demonstration materials.

The multi media courses are semi-programmed. The student is guided by syllabus and work sheets through the self-study media. During self-study, he must make frequent stops and give responses on the work sheet. This constant feedback is further reinforced in small group sessions where problems and assignments are discussed. Whole class sessions are used for introduction of units, motivation, examination, and demonstration.

The experimental course was based on 57 specific behavioral objectives or performance goals; and student performance was graded on these performances, some of which were tests in class, others were applications to the student's own teaching. All applications are thus individual.

The most common forms of multi media used in the experiment was the work-sheet. The blanks on the pages could not be completed without studying a particular tape and film strip, which in turn are related to all tapes and film strips used.

Some objective evidence of the effectiveness of the multi media was obtained by the fact that after only individual study of the media, with no class discussion of individual conferences, the students scored a 49% gain in examination over the pre-test. Eighty-nine percent proved able to recognize behavioral forms in statements of objectives, about three-fourths could identify standards and conditions of performance, and almost 70% could correctly select all three criteria or recognize their absence. Further improvement resulted from assignments in writing performance objectives for their courses and the class discussions of them.

**TOPIC 11B: Implementing Student Performance Goals,
Levels of Instruction, and Feedback Into
the Vocational Curriculum**

John M. Meyer
Assistant Supervisor
Trade & Technical
Teacher Education
University of California
Los Angeles, California

It is important to note that the content presented herein -- student performance goals, levels of instruction, and feedback -- is not a proposal nor is it being advanced as a non-operational theoretical model. This instructional planning approach has been in existence in our vocational teacher education program for almost two years. It has been tested through research nationally and has been tested in the state of California under the direction of Dr. David Allen and his staff at the University of California at Los Angeles.

For many years in education we have used terms such as purposes, objectives, and goals; but the generality of these objectives has prevented the application of adequate measurement techniques in the educational environment.

The idea of behavioral objectives is certainly not new; but with the introduction of programmed instruction, its importance and value to the classroom teacher has become increasingly evident. During the process of instructing teachers in the use of behavioral objectives, it was found that reference to student performance goals rather than behavioral objectives greatly facilitated learning on the part of the vocational teacher.

Student performance goals are student centered goals; and properly started, they should answer the following questions: what am I going to be able to do after I learn this, how am I going to do it, and how well must I do it in order to be considered successful?

The level of instruction is the depth to which we want to teach in order to meet the requirements for entering employment.

KNOWLEDGE - Recall facts, locate information, follow directions

COMPREHENSION - Interpret information, make direct application, perform basic manipulative skill

TRANSFER - Make direct and transfer application of knowledge and skill, make independent judgments, perform manipulative skill to minimum standards in the occupation

By determining the depth of instruction, you can then:

1. Test at the level you teach

2. Make efficient use of time and present a better and more meaningful shop schedule
3. Prevent overteaching and overlearning
4. Avoid in-depth teaching when the sole justification is the instructor's desire to teach the material
5. Guide the student in his study

The total philosophy for the inclusion of these concepts in curriculum construction is the emphasis on the "student centered approach" rather than the "teacher centered approach." In effect, through proper instructional planning, we can program the teacher without losing the flexibility and personal contact so essential to the learning environment.

LEADERSHIP SKILLS

Milo P. Johnson

A demonstration conference of the "agenda type" was led following a lecture presentation of "Student Performance Goals -- Multi Media Concept." An agenda for discussing problems raised by this topic was distributed to all participants; and while the leader asked for ideas and recorded them on the flip charts, the participants were asked to also record these ideas on their agendas. They were given a minute after the discussion of each agenda item to come to their own conclusions and record these in the notes which they kept.

1:30 - 3:00 p.m.

SESSION NO. 8

TOPIC 12: The New Leadership Role
of the Office of Education

J. Graham Sullivan
Deputy Commissioner
U. S. Office of Education
Washington, D.C.

"New" is a good word to describe the Office of Education. It is a very new institution with a newer organization than in the past. Four years ago there were 400 to 500 persons on the staff, with a program budget of \$400,000,000. At the present time, the USOE has the responsibility of administering program funds totaling something over \$4 billion, with 3,000 employees. They administer 75 different programs in the field of education.

More and more people realize that education has a major role in the social and economic development of the American life. A recent survey shows that 71% think education is doing a good job, 13% think education is not doing a good job, and remainder have no opinion. This indicates that more people than ever know and are aware of education and its benefits.

The U. S. Office of Education is related with education agencies in the following ways:

1. By statute, by law, and by the Constitution, education is a state responsibility; but the U. S. Office responsibility is to provide resources to the local states so that they may offer the best educational programs.
2. To act as the stewards of funds and to do this as efficiently and as free from control and forms as possible
3. To concern itself with national programs crossing state boundaries

In connection with authorizing and appropriating legislation, the USOE is considering the following position statements.

- * Authorizing legislation that will require new programs, or programs that come up for renewals, to be a minimum of five years in duration
- * Authorizing legislation that should provide a planning and evaluation grant to be available to states and localities for each of the five years, beginning with money for planning in the first year
- * Authorization to be given through basic legislation so that school districts and institutions of higher education can make commitments
- * Legislation that would provide authorization to education agencies to permit making commitments of money by March 31
- * At the end of the fourth year, unless Congress acts during the fourth year, authorizing legislation will continue during the next year

The Office of Education has established nine regional offices throughout the United States and is transferring certain programs, including state grant programs at elementary and secondary levels, such as vocational-technical education programs, to these regional offices. Some of the reasons for establishing regional offices include (1) the job is too big to be centered in Washington, (2) better decisions can be made closer to the problem, and (3) efforts can be pursued to strengthen state departments of education by having closer liaison.

A management information system has been established, and it is believed that this will enable the USOE to obtain information needed to make better decisions. The first Product Managers Unit is for special interest groups -- specifically the Mexican-American group. This will bring special information on the problem before the Commissioner of Education.

Task forces are studying the great variety of forms, deadlines, regulations, and guidelines for education. They are analyzing the intent of Congress in the operation, forms, etc. of the 75 different pieces of legislation, many of which pertain to the same aspect of education.

More grants will be made for teacher education -- for elementary and secondary teachers, for post-secondary vocational teachers. Special assistants on a fellowship program are working with the top USOE administrative staff in an organized training project on a variety of activities and move every six months to a different assignment.

Congressional hearings are continuing on bills in which the issue is general aid versus categorical aid. A compromise will probably be reached and passed with the provision that 75% will be administered by the states and the remainder by the Office of Education. The time will never come when we do not need both general and categorical aid. Before any broad general aid is given, the following conditions will be included:

1. Basic grants to all states with allocation of funds on an equalization formula
2. Resources provided to state departments of education to enable them to assume the added responsibility
3. Further refinement of church-state relationship with a stipulation that Federal funds cannot be used to supplant church programs

It is predicted that new legislation will provide funds to strengthen manpower resources in education, to expand and further develop authorization for effective research and development in education, and to provide additional student financial aid programs of loans, fellowships, and scholarships.

The leadership job in the Office of Education is to take the initiative in getting the representatives in Congress to recognize the needs of all education and to get resources to and through the states to provide the best education for all students.

3:00 - 4:30 p.m.

SESSION NO. 9

TOPIC 13: Program Planning and Budgeting

Ernest G. Krumer
Assistant Superintendent
Vocational Education
State of Washington
Olympia, Washington

In 1961, Secretary of Defense Robert McNamara introduced the system of Program Planning and Budgeting as an approach to solving the problem of budgeting at the national level. The Program Planning and Budgeting System is simply another procedure by which a systematic appraisal and formulation of objectives is made and the actions to achieve these objectives in the future are planned. It is not merely a procedure to project current programs and costs. Important to the understanding of the procedure is the realization of the full range of concerns that should be taken into

account. These concerns hinge on the concept that the development and comparison of alternative ways of doing the job will be a part of future budget considerations. It is not limited to a process of dealing with future plans on the basis of today's decisions, or attempting to forecast the future. Program planning of this type requires that it be part of the decision-making process and have the support of administration. It must formulate goals and establish schedules that require proper timing and the accomplishment of key events.

One of the considerations in the planning formula is change. Some occupations and industries are declining, others remain static, while some are rapidly expanding. These changes in vocational education carry an obligation to become more efficient. More ways must be found to get more value out of every dollar spent on vocational education.

Specifically, the challenge to vocational education is to present a precise budget picture and then deliver on the projections so that it cannot be said that the needs of society for vocational education can be better met outside the educational structure.

Program Planning and Budgeting

John W. Buntin
Assistant Superintendent
Vocational-Technical Education
State Department of Education
Carson City, Nevada

The U. S. Office of Education recently released a publication entitled What's Ahead for Vocational Education in which an analysis was made of existing data and which made projections until 1975. It points out that staff members responsible for program planning and budgeting must compile, analyze, and utilize a wide variety of educational, labor force, census, business, industry, government, and other related data. Data for vocational and technical education shows an enrollment increase of 12.9% in adult education, 43% in secondary education, and 156% in post-secondary education from 1964 to 1966. By 1975, the projection predicts 6 million secondary students, 1,250,000 post-high school students, and 6,500,000 students in adult education will be enrolled in some form of occupational training, with a substantial number in "special needs" classes.

State boards for vocational education, as a condition for participation in Federal funds, are required to submit a "Projected Program of Activities and an Estimate of Total Expenditures for Vocational Education Purposes Under All Vocational Education Acts." This statement becomes the state board's annual program plan for vocational education against which year-end reports may be evaluated.

Current literature concerning vocational and technical education emphasizes the immediate and long-range planning approach at all levels. Following are principles which are useful in the nature and structure of planning:

- * Planning must be related to the decision-making policy.
- * Planning must have support of top management.
- * Planning formulates goals for all group action.
- * The planning process must permeate the organization and help accomplish objectives.
- * Planning formulates program and procedural policy.
- * Planning requires proper timing and scheduling of events.
- * Planning requires communication to all levels of an organization.

The following features are also considered necessary for effective planning:

- * The entire arrangements must be the personal responsibility of the executive head of the organization.
- * The staff arrangements to carry out the process is most important.
- * The plan must be closely tied in with the budget process.

A point that must be considered in effective program planning and budgeting is that of rationally choosing among alternative courses of action with as full knowledge as possible of the implications of these alternatives. It is fundamental that a rational choice is better than an irrational choice. After alternate choices are considered and, based upon all information available, a program is developed, it would still become an academic exercise unless it is implemented through the budget.

Program Planning and Budgeting

Wesley P. Smith
State Director of Vocational Education
Sacramento, California

Leadership in vocational education is needed today more than ever before. This is especially true in the area of program planning and budgeting because of the changes that have so rapidly been taking place. Unfortunately, training in this area is taking place about 20 years too late.

Sometimes the least amount of time, effort, and competencies are given to program planning and budgeting. Often only a few days are devoted to making a new budget, and very little time or energy is devoted to program planning. When we plan on the basis of emotion, or on the basis of guesses, and without the proper data to back up our decisions, our program planning will suffer and the shortcomings will show up during an evaluation.

Planning must now be done on a very intelligent, systematic, craftsman-like basis. The need for this careful planning has become imperative because of the additional and increased areas of vocational education. Probably the greatest need in program planning is the non-dollar portion of vocational education. This is the portion that is hard to measure because it is not a dollar and cent basis.

There are charges being aimed at vocational education these days that there is an inability to do the job. Leaders in vocational education must sharpen their ability to combat these charges. They can do this by planning and developing programs that meet the immediate and future plans of vocational education.

FRIDAY, JULY 28

9:00 - 12:00 noon

SESSION NO. 11

TOPIC 14: How to Plan a Convention

Lee W. Ralston

A convention of any size requires a great deal of work prior to, during, and after the actual meetings.

An effective organization that tends to reduce the load on all concerned will involve a chairman or co-chairman, a steering committee, and a series of functional committees.

When the steering committee is small, the chairman can determine progress or problems with some facility. Each member of the steering committee will be responsible for several of the functional committee chairmen.

The appointment of the functional chairman should be a cooperative effort involving the chairman and the member of the steering committee that is involved. The committee members should in most cases be initially selected by the chairman of the functional committee.

Sequential List of Activities

1. Chairman appoints steering committee
Check of interest, ability, and time
Permission from boss
2. Chairman and steering committee appoint functional committee chairman by letter
Interest -- access -- ability -- time
Permission from boss
3. Functional committee members to be appointed by functional committee chairmen and in number needed to share load but not get in each other's way
4. Establish a time table (calendar) with sequence of events

5. Have meeting of steering committee and hand out an organization chart, backed up with duties of each committee and to whom it reports
6. Establish forms as needed, as simple as possible
7. Have meeting of total group so that they can see each other and get an overall view of the total operation -- review overall plan, omitting details
8. Meet regularly with steering committee to check on progress
9. Have functional committees meet as needed
10. Have whole group meet again shortly before opening session to make last minute checkup.
11. Keep records and reports during convention
12. Develop a brief historical and financial report

and

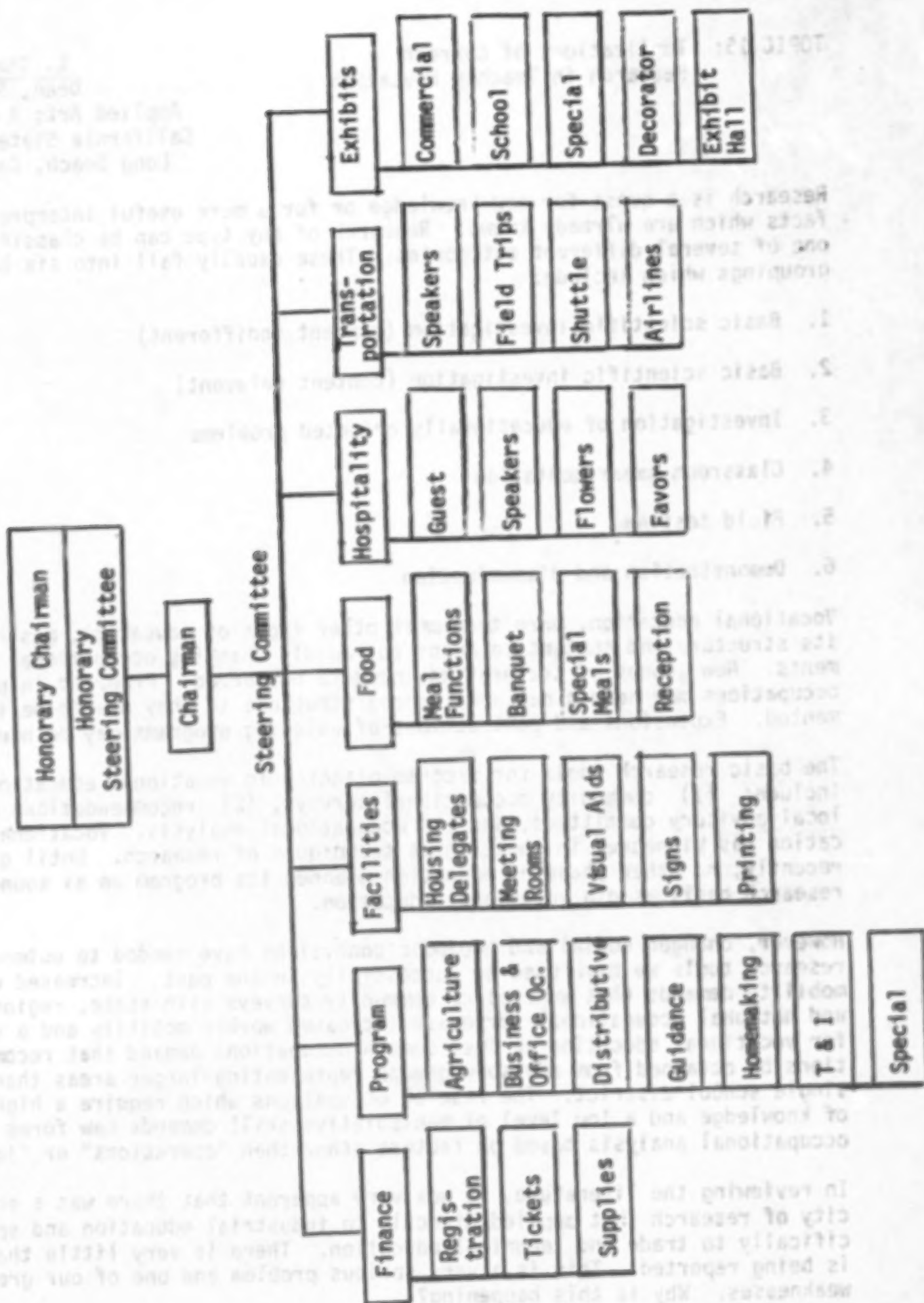
Thank all working members by letter

To maintain this type of organization, it is necessary for all people involved to know what is expected of them and where they fit in the overall organization. This involves the development of an organization chart or charts and a job description or summary of the duties and responsibilities of each of the units on the chart. This kind of description provides for a brief description of the jobs to be done and to whom they report and co-operate with to accomplish the task.

It is also wise to appoint an honorary chairman and possibly an honorary steering committee. These people will be in a position to add prestige to the convention and will provide for public relations.

The details of the site, the meeting rooms, the speakers, and all of the other details can thus be handled by delegates and the general chairman can be relieved of many details. For large organizations such as the American Vocational Association or a state vocational education association, the planning must begin several years ahead of the actual convention in order to provide for all of the facilities that are required to support such a large undertaking.

SUGGESTED ORGANIZATIONAL CHART



TOPIC 15: Implications of Current
Research in Teacher Education

C. Thomas Dean
Dean, School of
Applied Arts & Sciences
California State College
Long Beach, California

Research is a quest for new knowledge or for a more useful interpretation of facts which are already known. Research of any type can be classified under one of several different categories. These usually fall into six basic groupings which include:

1. Basic scientific investigation (content indifferent)
2. Basic scientific investigation (content relevant)
3. Investigation of educationally oriented problems
4. Classroom experimentation
5. Field testing
6. Demonstration and dissemination

Vocational education, more than most other types of education, must change its structure and content to adapt to rapidly changing occupational requirements. New groups of trainees may need to be served. Programs in unusual occupations may need a new area school structure if they are to be implemented. Expansions and contractions of existing programs may be needed.

The basic research tools for program-planning in vocational education include: (1) community occupational surveys, (2) recommendations of local advisory committees, and (3) occupational analysis. Vocational education has pioneered in these three techniques of research. Until quite recently, no other phase of education planned its program on as sound a research basis as did vocational education.

However, changed social and economic conditions have tended to outmode the research tools we have used so successfully in the past. Increased worker mobility demands that we replace community surveys with state, regional, and national occupational surveys. Increased worker mobility and a desire for vocational education in less common occupations demand that recommendations be obtained from advisory groups representing larger areas than a single school district. The rise of occupations which require a high level of knowledge and a low level of manipulative skill demands new forms of occupational analysis based on factors other than "operations" or "jobs."

In reviewing the literature, it was very apparent that there was a scarcity of research that applied directly to industrial education and specifically to trade and technical education. There is very little that is being reported. This is a very serious problem and one of our greatest weaknesses. Why is this happening?

There are six principal obstacles which have retarded the growth of quantity and quality of research. These are interrelated and have a direct effect on the program.

1. A shortage of trained personnel
2. The failure to utilize personnel from related disciplines
3. Disagreement on objectives to accomplish
4. Special emphasis on teaching in higher education
5. The use of the dissertation for instruction rather than for research
6. A shortage of funds

The problem of conducting research in teacher education is based on several factors and accounts for the deficiency that exists. Some of these are:

1. Most of the research being done is by graduate students. This results in a one-shot approach and is often times secondary to the educational program being followed by the student.
2. The teacher training institutions have not adequately stressed research and have not provided the necessary tools so essential to carrying forth a research project.
3. Too many faculties are stereotyped and indifferent to the research problem.
4. The faculties, in many cases, are too busy with other projects, assignments, or interests to conduct a research project.
5. There is a definite lack of adequately trained professional researchers in our field who understand research techniques.
6. The procurement of released time and adequate funds to carry out the project is a real obstacle.

There is an urgent need to revitalize research in vocational education and gain more prominence in the field. Some of the areas for investigation that should be considered are:

- | | |
|----------------------------|----------------------------------|
| 1. Team Teaching | 9. Internship Programs |
| 2. The Open Laboratory | 10. Work Experience Programs |
| 3. Programmed Instruction | 11. Leadership Development |
| 4. The Conceptual Approach | 12. Mass Production Methods |
| 5. Occupational Surveys | 13. Program Administration |
| 6. Follow-up Studies | 14. Facilities and the New Needs |
| 7. Curriculum Development | 15. Teacher Qualifications |
| 8. New Instructional Media | |

1:30 - 4:30 p.m.

SESSION NO. 11

TOPIC 16: How to Communicate -- Xtra Communication

J. Lyman Goldsmith

Skills related to these forms of communication that are beyond or in addition to oral, aural, and visual communication can be improved by using fully the physical senses and the mental processes.

Use the physical senses - a warm smile, a firm handshake,
a friendly voice and manner

Use the mental processes - appeal to the emotions, appeal to reason,
appeal to the imagination, use words to
create a mental picture

TOPIC 17: Education and Training
for the World of Work

Howard A. Matthews
Director

Division of Manpower
Development & Training
U. S. Office of Education
Washington, D.C.

Any major redirection of our efforts to educate people for the world of work must take into consideration a realization of the rapid technological advancement which is causing changes in the job world, as well as the concept people have of what work is all about. We are today faced with the problem of educating people to do jobs that are changing as fast as they can be employed. We are also facing in our classrooms children who may have no idea what it means to work for a living, either because their fathers have deserted the family and they are living on welfare, or because they are products of a modern way of living which encourages a "travel now, pay later" philosophy.

The real challenge of our times is how to best plan realistic programs of education which will provide individuals with an understanding of their goals as well as with the training which will enable them to remain employed during their working lives. In other words, we must be concerned with the total effects of our educational system. We no longer have time to argue about which educational program is more important than the other, or about the exact definition of an educational term.

Developing an educational system to meet our present and future needs involves the processes of applying new techniques to our systems of education. We must learn, for instance, to design differentiated curricula so that persons may exit at any time for employment or may progress to advanced school work without regard for the school calendar or the college catalog.

Schools must be able to adjust to technological changes by providing educational experiences which will assist people in making adjustments to them. When retraining is necessary, the school boards must accept the challenge. School boards and administrators must make decisions which reflect the advice of community forces such as business, labor, management, agriculture, and others who are aware of change and emerging needs in the community.

Evaluation must be built into the planning of a new course or program. We must constantly be aware of how well our methods are achieving maximum results, and we must be able to redirect programs at any point in time our evaluations suggest.

Education must be available to individuals throughout their lives, or it falls short of meeting the measure of its creation. We also must provide a comprehensive program of educational opportunity for persons with varying educational attainments in all areas of the state. Such possibilities require a system of education that is open-minded, with freedom for students to enter, to leave when alternative experiences seem more fruitful, and then to re-enter.

There is also a special need for more extensive and intensive educational opportunities for those adults whose basic education is deficient. Retraining for persons anticipating technological lay-off should be expanded rapidly so that a significant percentage of the local labor force is retrained annually. The manpower program has made some fine demonstrations in this area, proving that significant capacity for training and retraining exists outside the public school framework, and revising ideas of how long it takes for the American worker to develop the skills necessary for an entry-level job. It also has pointed up the advantages of a cooperative education program in getting workers trained for a specific job.

In short, we must provide educational programs with adequate resources, well-trained teachers, suitable facilities, and appropriate curricula and educational methods. Expanding educational opportunity for those people we are not presently reaching will involve the cooperation of educational agencies of Federal, state, and local governments, private employers, trade associations, labor unions, and all families in the community.

LEADERSHIP SKILLS

Pyramid or White House Method

This method of getting the participation of all individuals in a large group situation is somewhat different.

In providing for discussion for several days, the problems or topics are distributed over the period of the conference. The groups are made up of 12 to 16 individuals with a pre-selected leader and recorder for each group. All groups will discuss the same question at the same time. After the groups

have completed their discussions, the leaders of each of the groups will meet as a separate group. In this manner, the views of all individuals are reflected in the discussion of the group leaders. The conclusions, decisions, or solutions formulated by the group leaders are then reported back to the entire group.

The system has been used for several of the nationally called conferences at the White House. This method requires a great deal of preparation and follow-up. On some occasions a minority report has been filed after the leaders' group reports back to the entire group.

MONDAY, JULY 31

9:00 - 12:00 noon

SESSION NO. 13

TOPIC 18: Dynamics of the World of Work

John P. Walsh
Assistant Manpower Administrator
Department of Labor
Washington, D.C.

The dynamics of the world of work may be divided into five areas for our purpose here this morning:

- * The parameters of the problem at hand
- * A look at the current scene - our present manpower posture
- * A look to the future - where are we going
- * The challenge of tomorrow
- * Planning for the future

The parameters of the problems at hand are, for the most part, outcomes or resultants of growth, progress, and change. Consideration must be given to the several variables that we feed into the manpower equations as we move to balance manpower requirements and manpower resources. These variables, that have shifted considerably in the past few decades, all have fairly well known dimensions:

- * Population and labor force
- * Scientific development and technology
- * GNP and income growth
- * Shifts in customs and mores

These elements we can classify and categorize. The exogenous variables are another story. They are such things as catastrophes of war, disease, pestilence, etc.

Similarly, we know where we stand in terms of the progress we have made in the various sectors of economic development:

- * Primary - raw materials
- * Secondary - manufacturing and construction
- * Tertiary - service industries
- * Quaternary - recreation and leisure time

These are all measures of our economic progress, but they are also factors that complicate our manpower planning for the future.

Another set of factors that give us pause to consider is the change in our industrial structure. Basically, it is the shift in balance between goods producing and service producing activity. At one point in time, such as World War II, the balance in employment was heaviest in the goods-producing sector. Equilibrium was reached and passed in the mid 50's, and by 1965 only 38% of our work force was in goods production while 62% was in services production. Government - Federal, state, and local - was the big factor in swinging the balance. Education was the biggest factor of all. Also, there has emerged the not-for-profit sector. Estimates indicate that from 25 to 30% of the service sector employment is in this field, and it continues to grow.

The occupational structure is in transition too. The balance between the four standard census categories has been rearranged, and it is still in motion. There has been a sharp rise in white collar jobs, a decline in blue collar jobs, a slight increase in service workers, and a sharp decline in agricultural workers.

Just two more parameters that should be considered: sex and education. Women now make up over one third of the work force with:

- * 37% of women over 16 now in the work force
- * 39% of married women between 35 and 45 are workers
- * Over one half of those between 45 and 54 are in the work force

In education, the attainment of our work force is now at an average of grade 12.2, with non-whites considerably below this average.

These, then, are the parameters of the problem as we begin to look at our human resources and systems to structurally adapt them to meet the manpower requirements of today and tomorrow.

But - where are we today?

By whatever measure, or from whatever vantage point we view the current scene, we are in the best posture that we have ever been to achieve the "Great Society." Yet, there are clouds on the horizon, and challenging issues at hand that tend to dull the picture. We are in the midst of the longest continuing upswing of our economy. Never before have so many fared so well. Yet, others have still to sample success - affluence; many are overwhelmed by the pace of technology.

From most every viewpoint the picture is a bright one: the gross national product, the labor force growth, productivity increases, employment level or science and technology. On the other hand, we see emerging skill shortages, lack of trained manpower, and poverty amidst plenty. Indeed, it is the human factor that becomes the focus of the current dilemma.

The employment situation as of June, 1967, shows:

- * A civilian labor force of 79 million - up 1½ million over a year ago
- * 75.4 million people employed - up 1.4 million over a year ago
- * 3.6 million unemployed - up to 4%, the highest since December, 1965. In this figure, there are 1 million adult men, 1.1 million adult women, and 1.5 million teenagers. While the overall rate is 4%, the non-whites represent 7.8% of the total and the whites 3.5%. Youth unemployment is traumatic, with 15.2% unemployed, and the rate for negro youth is 25%.

Obvious for all to see is the lack of a match between available manpower (the unemployed) and the manpower requirements (the available unfilled jobs). Also obvious is the need for education and training to improve the match to bring balance into the manpower requirements versus manpower resources equation. Also obvious for all to see is the fact that today's unemployed are the under-educated, the unskilled and untrained, and the disadvantaged of our society. All need and beg for the employment catalyst - education and training for the world of work of today and tomorrow.

Strikingly, to underscore the points that have been made, one has only to look at the newspaper want-ad columns across the nation to recognize that more jobs are going begging than we have people seeking jobs. The ratio is 20 or 30 to one for "help wanted" ads to "situation wanted" ads, and the files in our employment offices are equally out of balance. In short, our resources are not matching our requirements. The single, overriding conclusion is that the right man, with the right skill, is not in the right place at the right time. And it follows that training and retraining, skill improvement and skill upgrading, are the key to solving the problem. This, then, is how we see ourselves, our manpower posture today.

All of our educational planning is programmed for fruition in the future, so let us do a little "crystal balling" and look ahead to 1970 - yes, to 1975. Objectively, to set the parameters of the education and training

problem for the world of work of the future, we must look at the manpower equation - manpower requirements and manpower resources. The picture is colored for us by caveat that the chances of "full employment economics" being more durable are significant.

First, let us examine the supply side of the equation. Our potential work force for 1975 is with us now - already working or seeking work, or in our schools, or in our ghetto streets. So let us examine this potential, evaluate its needs, and consider the capability of our schemes, systems, and mechanism for its development.

The interplay of the forces of population now with us, and technology now in dynamic transition, can reshape the world of work as we now know it. Take the number of young people reaching 18 years of age annually. In 1950 there were 2.2 million, in 1960 2.6 million, and in 1965 3.8 million. By 1975 there will be over 4 million people reaching 18 years of age annually and the number will almost double in 25 years. In terms of new workers entering the work force, it means that we have moved from 1.8 million in 1950, and 2.7 million in 1965, to 3.3 million in 1975. Meanwhile, the occupational matrix changes, placing added requirements for higher levels of skill and knowledge on those who would enter the work force and succeed, and underscores education and training.

Another dimension is that of the change that is taking place at an increasing tempo. Just two points to underscore this. From the point of view of technology, the great gains that have taken place from the caveman to the spaceman have, for the most part, been in our lifetime. Of all the great scientists, most are or have been alive during our lifetime. For example, in the realm of speed, man could go no faster on land from the time of Nero to Paul Revere than the speed of his horse. Man still depended on the speed of an oat-burner, and after 1700 years could gallop no faster to warn that the "British are coming." In 1830 man finally broke through the "oat barrier," and it was the beginning of technology in speed. Shifting to the "after burner" and breaking the "sound barrier" in our times was merely a shift into second gear. High gear is yet to come - in our lifetime too.

Similarly, the knowledge explosion is propelling us at increasing speed. The amount of knowledge in the world in 1750 was doubled by 1900 and doubled again by 1920. Now, it is doubling every ten years. Underscored is the need to upgrade the educational qualifications of the work force of the future. Levels of educational and skill attainment will be critical factors in matching future workers with emerging jobs in all fields. Again, this is underscored by the relative decline of jobs making the least mental and skill demands on workers. By 1975, 62% of our adult work force will be of high school grades, compared to 54% in 1965. By 1975, 14% will be college graduates, an increase from 12% in 1965. At the same time, our occupational stance is shifting - altering the matrix of manpower requirements.

Let us look now at the other side of the manpower equation - the manpower requirements side. Here is how it may be "crystal-balled" for 1975.

Our technicians in the Department of Labor have recently taken a look at the shape of things to come. They have assumed that neither public opinion nor public officials will allow a recurrence of the slow growth in demand which was reflected in the extremely high levels of unemployment in the recent past. They have taken into account what experts have projected about progress in some of the more dramatic technologies and considered probable shifts in investment and consumer expenditure patterns, in government programs, and in other factors that will clearly affect the outcome. And they have taken as a basis for projection - and not as an endorsement or even a willingness to accept it - a level of unemployment of 3% in 1975. In general their projections tell us what to expect if the next decade is characterized by patterns of change essentially similar to those during the postwar period.

One of the more interesting techniques of projecting industry manpower requirements is based on the input-output model of the economy, which can be used to show the impact on employment requirements in various industries of changes in the growth of one or more industries. The development of a new product, or increases in certain types of defense procurement, for example, can be traced through the economy in their impact on manpower requirements.

Let us examine the size the work force that we may expect and the number of people likely to be employed. Roughly a third of those who will be in the work force in 1975 are now in school; and, of course, many who are now in it will be gone because of death, or disability, or retirement. Taking into account the social and economic changes under way now, the Labor Department has projected a rise of over 16.5 million in the labor force between 1964 (the base year for these projections) and 1975 - an annual average of nearly 1.5 million, compared with an average increase of 1.1 million between 1960 and 1965. The size of the work force is expected to reach 93.6 million in 1975.

Despite adjustments to take into account anticipated technological change, shifts in investment and consumer expenditure patterns, changes in emphasis in government programs, and other factors, the broad industrial and occupational trends during the next decade will be roughly similar to those of the postwar period. Farm employment is expected to go down by about a million and other employment to go up by more than 19 million, for a net gain of 18 million between 1964 and 1975. For nonfarm goods producing industries - manufacturing, mining, and construction - the increase in manpower requirements is projected to be 17%, a somewhat faster growth than in the 1947-64 period. For service-producing industries, growth, also somewhat faster than in the earlier period, is expected to be about 38%, double the rate in the goods-producing sector.

The effect of these industry employment trends will be to reinforce recent trends in the industrial composition of the economy. Government and services will increase sharply as a percent of the total; construction and trade will also increase their share. On the other hand, the share of manufacturing

and transportation and public utilities will decline slightly and that of agriculture and mining decline sharply. The service sector will require nearly two-thirds of the work force (64%) compared with 3 out of 5 (59%) in 1964 (and now). The fastest growing segment will be state and local government employment, which is expected to rise by about 69%, and the next largest is the service and miscellaneous group (accounting, advertising, engineering, repair and maintenance industries, services, etc.) which will rise by 43%. Nevertheless, manufacturing will continue to be the largest of all industry groups, with close to 20 million workers in 1975.

Differences in growth among the various industries and changes within the industries will result in substantial changes in the nation's occupational structure. Growth in employment during the next decade is expected to be about 26%, according to the assumptions already indicated of an unemployment rate of about 3%. White-collar workers are expected to increase by two-fifths in number (38%); and the fastest growth - 54%, or double the average of total employment - will be among professional and technical workers.

The number of service workers will increase by over one-third - with the greatest increases in service jobs outside the household occupations. Blue-collar workers are expected to increase by about one-sixth, but among those in skilled jobs - craftsmen and foremen - the increase will be about as fast as the average - 27%. Requirements for operatives will increase more slowly, about 15%; the number of nonfarm laborers is likely to rise only slightly. And the number of farm workers will decline by about one-fifth. Projections have been made for many of the specific occupations within these categories, but I will not burden you with these details at present.

All of these estimates of growth point to areas where demand for trained workers is likely to be keenest. But growth in employment is not the only source of job opportunities. For some of the skilled occupations, for example, the need to replace workers who die, retire, or transfer to other lines of work is expected to account for the bulk of career openings. The projected need for carpenters illustrates the point. Although employment requirements for carpenters in the construction industry are not likely to increase significantly between now and 1975, about 160,000 career openings are expected because of the need for replacements of those lost to the trade due to death or retirement. In fact, attrition of experienced skilled workers as a whole is expected to account for more than four-fifths as many openings as growth in employment requirements.

Replacement requirements depend, of course, in considerable measure on the age distribution of workers in the occupation. Skilled blue-collar workers are on the average older than workers in clerical occupations, and so replacement requirements are greater in proportion to total employment. Replacement needs depend also on the rate of turnover for other causes. Replacement requirements tend to be very high in women's jobs; and among teachers, for example, replacement requirements typically are much greater than growth requirements. And it is only appropriate to note that we are still far from the day when blue-collar workers will be unnecessary.

The manpower picture is by no means simple; it will require knowledge and planning to make vocational preparation effective. We face a number of paradoxes. Rapid economic growth has increased the demand for skilled workers and even resulted in some limited shortages in certain occupations and areas. At the same time, large numbers of Americans are unemployed, or not employed at the level they can and want to work at; many others have had their hopes so blighted that they do not even seek work. Although the wave of the future will carry the work force into even more skilled jobs, there will still remain for the foreseeable future a strong demand for unskilled and semiskilled workers. In 1966 we had nearly 14 million persons working as semiskilled operatives, 4 million unskilled nonfarm laborers and 10 million service workers. Not enough thought is being given to the education and training of persons who fill these jobs, both before and after they enter the labor force. Not enough thought is being given to the preparation of careers for women, who have become a mainstay of our economy. Not enough thought is being given to the education and training of young persons who will not remain in their communities after they finish their schooling.

Technological developments constantly create change and call for the ability to adapt to new jobs and new skills. Workers who make, on the average, six job changes during 40 years of working life must have sufficiently broad preparation to be able to meet changing job requirements.

Each one of the changes referred to above poses challenges to the planning of preparation of youngsters for work.

Youngsters must be alerted to the kind of world they will face. And the kinds of courses offered by vocational educators must be in tune with current reality.

In short, on the one hand we find an economy of rising employment, fast growing occupations on the upper end of the skill ladder, emerging labor shortages, new occupations, new skills; and, on the other, persisting hard-core unemployment, an increasing number of youth unprepared for skilled employment, a decrease in availability of unskilled work, obsolescence of some jobs. The challenges to manpower policies are obvious.

- * We need education and training programs for white-collar work, technical jobs, skilled trades for those occupations facing acute personnel shortages such as in the health fields, and for some new occupations. But we cannot neglect the preparation of those who will be needed in less skilled jobs. The programs must be tailored to the needs of individuals and meshed to the requirements of the economy.
- * Retraining needs must be met for those workers whose jobs have become obsolete. In a rapidly changing economy, workers may be expected to be in several different occupations during their lifetime.

For example, the manpower requirements in the health occupations by 1975 are expected to increase by two-fifths over 1966, from 4.1 million to 5.8 million, according to a recent study by the Bureau of Labor Statistics. In addition

to the 1.75 million workers needed to staff new positions, about 1.1 million additional workers will be needed to replace those who will die, retire, or leave the labor force for other reasons during this period.

Among the individual health occupations, the nursing field will need the largest number of workers, not only because of the major employment growth anticipated, but also because of large replacement needs. A large number of new physicians will also be needed. The most rapid increase in employment requirements will be for occupational and physical therapists. On the other hand, growth in employment requirements will be slower for pharmacists than for the other health occupations, in part because of the trend toward preparation of drugs by the manufacturing companies.

Clearly, in the light of such escalating demands for the manpower of the future, the challenge is issued for sound vocational-technical educational planning - for quantum gains to be made both quantitatively and qualitatively - indeed, to spawn sophisticated schemes to meet such a gigantic requirement. Unless our education and training resources, public and private, are geared to meet the demands of tomorrow, the future must be costly indeed in lost economic growth, in reduced defense capability, in expensive public support, and in lost American dreams. The investment in education and training for the future makes good dollars and sense.

In one way or another, the costs come home to us through the tax route and in the longrun the education route is least expensive. It costs \$2500 per year to sustain a person on relief, \$3800 per year per person in a correctional institution, and \$25,000 to apprehend the perpetrator of a crime, try him, sentence him, and incarcerate him for a year. The education alternative is clear.

This, then, is how we see the future on the demand side of the equation. How does it equate to the supply side - the resources side? When the demand side is quantified and the magnitude realized in comparison with our current educational and training posture, it becomes obvious for all to see that heroic efforts are called for in human resources development if the equation is to be balanced. Demanded is a flexibility almost unknown in traditional approaches to our problems of yesterday and today. Needed are innovators with dreams of new schemes and mechanisms and institutions to cope with the multi-faceted problems. So the challenge of the future is on human resources development. Education and training in all its facets becomes the key - the catalyst for manpower development and utilization for productive employment. Thus you straddle the pulse line of tomorrow.

Required to keep that pulse beating strongly is an amalgam of the full capabilities of both the public and private sectors in giving rise to a range of training programs in schools and at the workplace through innovative programs that can and will reach all that need them.

Planning requires knowledge of total needs and capability to design the delivery systems. Sophisticated techniques are available to be exploited - PPBS, PERT, etc. Leadership laurels go to those who can make such system

applications and success is the reward to the leader who can structure the delivery system linkage. The programs of the future must be multi-faceted, utilizing the delivery systems of multiple agencies to achieve maximum impact and to avoid costly overlap and duplication. Leaders must take off the narrow vision blinders of bureaucracy.

As emerging leaders in vocational-technical education, the future belongs to you. As the innovators and planners, the operators of human resources development delivery systems, the hopes and the lives of many depend on you. In closing, let me share this thought with you and put my chips on you too.

I believe in Tomorrow because it is unspoiled.
I have not, nor has anyone, yet written on it
with the grimy finger of folly or selfishness
or sin. No wars have been fought in Tomorrow.
No lie has been told, or dishonest deed done.
No man has treacherously failed a friend in
Tomorrow.

Tomorrow is one clean, beautiful day, the day
on which dreams come true, on which the impos-
sible things will yet be done, on which I shall
have the nerve and the will to be and to do
that which was too much for me in the grim bat-
tle of Today.

I believe in Tomorrow.

1:30 - 4:30 p.m.

SESSION NO. 13

TOPIC 19: Brainstorming - A Tool of Leadership

Byrl R. Shoemaker
State Director
Vocational Education
Columbus, Ohio

In our wonderful technological work world of today, we find ourselves competing frantically with our Russian competitors for the achievement of placing the first man on the moon. In this multi-billion dollar project, we have had to develop new materials and new processes - we have had to miniaturize and to reach limits of accuracy unbelievable a few years ago. And yet, one of the major tragedies of our day is that there has been very little fallout from this massive scientific effort in terms of the consumer world in which we live.

How long has it been since we have had a new product - like television? Television created a whole new industry to expand our economy through the

need for production workers, managers, supervisors, sales personnel, service personnel, and consumers, who found that they could not do without the "boob tube." Our present system of product improvement and production lacks the spark of creativity.

The purpose of the brainstorming technique is to -

1. Inspire participants to greater use of their creative thinking abilities and arouse enthusiasm for the potential that lies within them
2. Teach participants how to draw ideas out of an organization and how to spark others to greater creative thinking
3. Make all participants more open-minded to the suggestions and ideas of others

Each of us has much more mental ability than we ever realize. The problem is that we use only a part of our basic mental powers. The mental powers of each individual can be classified into -

1. Absorptive
2. Retentive
3. Reasoning
4. Creative

While the procedure for scientific problem solving normally involves five steps, the creative problem solving procedure involves seven steps -

- | | |
|----------------|---------------|
| 1. Orientation | 5. Incubation |
| 2. Preparation | 6. Synthesis |
| 3. Analysis | 7. Evaluation |
| 4. Ideation | |

As indicated above, while we all have greater mental powers than we will ever use, even fewer of us are willing to use these mental powers for creative problem solving.

Over a period of our lifetime, we have developed blocks to creativity. Two of these major blocks are -

1. Ignorance that we are all gifted with a potential for creativity
2. Our attitude, our unwillingness to try and to keep trying

Fortunately, there are some devices that can be used for stepping up our creative thinking. Some of these devices are -

1. Pencils can help a lot
2. Check lists can help prime the flow of ideas

3. We can set deadlines for ourselves
4. We can set quotas for new ideas
5. We can make dates with ourselves for creative thinking

In establishing a mind set for creative thinking, we might use some self-check questions which would give conscious guidance to our efforts. Some of the self-check questions might be -

- | | |
|----------------------|------------------------|
| 1. Other uses? | 8. Eliminate? |
| 2. Borrow or adapt? | 9. Substitute? |
| 3. Give a new twist? | 10. Vice versa? |
| 4. Color? | 11. Blend |
| 5. More so? | 12. Assortment? |
| 6. Less so? | 13. Combine? |
| 7. Divide? | 14. Reverse the order? |

Osborne, the father of brainstorming, established some simple rules for brainstorming sessions in which a group participates in a creative thinking activity. These rules are simple and are as follows -

1. Criticism is ruled out.

Allowing yourself to be critical at the same time you are being creative is like trying to get hot and cold water from one faucet at the same time. Ideas aren't hot enough; criticism isn't cold enough. Results are tepid. Criticism is reserved for a later "screening" session.

2. The wilder the ideas, the better.

Even offbeat, impractical suggestions may "trigger" in other panel members practical suggestions which might not otherwise occur to them.

3. Quantity is wanted.

The greater the number of ideas, the greater likelihood of winners.

4. Combination and improvement are sought.

Improvements by others on an idea give better ideas. Combining ideas leads to more and better ideas.

Creative thinking has proved its worth in both the industrial and business world, in both engineering and in the area of distribution. It is a technique that can be used by an individual or by a group. Your creative ability can be improved by determination and practice.

TOPIC 20: Evaluation of Vocational Education Programs Byrl R. Shoemaker

Prior to the approval of the study committee required on the Vocational Education Act of 1963, many groups gave deep and concerned thought to the problem of evaluation. Many speeches were made concerning the impending efforts of the study committee, and numerous university centers hastened to obtain grants to plan the evaluation program for the appointed committee. Too often, such groups became very detailed in their approach to evaluation and spent much time trying to determine how it would be possible to evaluate the success of each individual program throughout the nation.

In practice, evaluation might be divided into two broad areas -

1. Evaluation for program effectiveness
2. Evaluation for program improvement

Methods and procedures can and should be different for the approach to the evaluation of these two major areas. A panel of consultants report in 1963 gave a clue to the activities of the National Study Committee that was appointed last January as required in the Vocational Education Act of 1963. This committee is working frantically to prepare a report by next November 15.

The key concern of the President's Panel of Consultants in 1963 was "How many go to work in occupations for which they were trained?" It is likely that this question will be a major concern of the present Study Committee.

The Vocational Education Act of 1963, an act subsequent to the report of the President's Panel of Consultants, also gave a clue to the areas of study by the appointed committee. The purposes as identified under 4(a), (b), and (c) of the Act give a guide to likely areas of study by the present Study Committee.

The keys to the procedure for the evaluation of program effectiveness might be stated -

1. How many served?
2. How many placed?
3. Were purposes of the 1963 Act served?

In a study by the American Institutes for Research, which reviewed the experiences of 10,000 students enrolled in vocational education programs and 3,000 students completing high school without vocational programs, it was indicated that approximately 65% of the students graduating in vocational education were placed in occupations related directly or indirectly to the area of training in which they had been enrolled. Other facets of this report point up significant successes of the vocational education program studied. Some problems in vocational education also are pointed out,

including the weaknesses of services to youth of the minority race.

Recent discussions at both state and national levels concerning the feasibility of program planning and budgeting within programs of vocational education suggest that we will also be called upon to answer the questions -

1. How many should be served?
2. How many should be placed?
3. What purposes should be served and how well?

Evaluation for the purpose of determining program effectiveness can be a concern of the local, state, and Federal levels. At the Federal level, however, evaluation must be essentially limited to that of the study of program effectiveness. As indicated earlier, evaluation for program improvement is a second major area of concern to vocational education and is primarily a state and local function.

Historically, evaluation for program improvement for all education has been approached on an empirical basis. Too much of the so-called research for program improvement in education has been based upon the penny-flipping approach of asking a large number of people what they thought and then assuming that the majority must be right.

Numerous books have been written spelling out in great detail criteria for use by teams in studying all types of educational programs for the purposes of improvement. Evaluative criteria of the National Association of Secondary Schools and Colleges is an excellent guide to a team that plans to conduct an evaluation, but it does not contain one bit of criteria. The criteria for the evaluation of programs for improvement purposes exists in the experiences and judgments of the persons making the evaluation. Even with the finest instruments available, therefore, no evaluation team can be successful unless the team is made up of people competent in the areas in which they are making an evaluation. Evaluations of this type are limited by the ability, interests, and motivations of the evaluator. The challenge to all education and to vocational education in particular is to arrive at a sounder basis for evaluation of the success of individual programs in order to arrive at sound data on which to base suggestions for program improvement. Often, the maintenance of what we believe to be sound standards in vocational education may rest upon our ability to prove the effectiveness of the standards by sound research data.

As the new State Plan for Vocational Education called for by the Vocational Education Act of 1963 was being developed in Ohio, efforts were made by a limited number of superintendents within the state to reduce the standards established for vocational education. Only the availability of hard data based upon testing and research of test results enabled us to maintain program standards in our new State Plan.

I believe sincerely that vocational education -

1. Has a sound theoretical base
2. Has a sound psychological base
3. Has a sound socio-economical base

but, vocational education will be measured by the three keys -

1. How many are served?
2. How many are placed?
3. Were purposes of the 1963 Act served?

TUESDAY, AUGUST 1

8:30 - 9:00 a.m.

SESSION NO. 14

TOPIC 21: Cooperation -- the Key!

Community-school partnership in vocational education can be built and expanded only through the intelligent leadership of knowledgeable vocational educators who take a sincere and personal interest in their communities. "Two way streets" must be established and maintained between school programs and community businesses and industries.

Cooperative areas of interest are easily identified as -- Curriculum (initiation, development, and revision), Teachers (recruitment, experience, and in-service training), Student Placement, and Program Support.

Vocational educators must work with community leaders to identify and solve problems, solicit assistance, and encourage understanding.

Armed with a thorough background in leadership techniques, program information, and vocational-technical education concepts, conference participants embarked on two days of personal participation in cooperative programs.

It was pointed out that planning for the visitation programs had been worked out with school and industry leaders over a period of two months and the traditional "plant visit" approach had been eliminated from consideration at the outset. Instead, visiting conference participants were scheduled to obtain opportunities for genuine insights into the leadership techniques applied by responsible leadership to the mutual-problem areas.

Industry representatives were introduced; every official from to-be-visited organizations was present to meet his guest group. Groups were assigned by

conference leaders with a view toward providing maximum divergent interchange, and "friendly sub-groups" which had developed during the conference purposely were dispersed.

The necessity of personal advance planning with each industry representative was explained, and each industry had across-the-board understanding of visitation objectives. The industrial representatives exhibited exceptional cooperation and unusual interest in the conference concept.

In order to make the industry and school visitations genuine working assignments, each five- or six-delegate visiting team was instructed to appoint, at the outset, one member to make a brief oral report, and a second member to prepare a brief written report. Reporters were advised that their objectives did not include evaluation of the organizations to be visited, except in terms of leadership techniques and concepts of value to the entire delegate group. Both oral and written reporters were admonished to be highly selective in presenting material at subsequent group sessions. The assignment for all participants was to identify valuable leadership factors, "not to watch fascinating machinery and enjoy a pleasant lunch."

Providing guidelines for participants, a "preliminary" set of visitation objectives were identified:

1. To determine the role and responsibility education has in helping industry and business fulfill their manpower needs
2. To become aware of how state and local educational programs may be coordinated with in-plant training
3. To realize the importance of industry's intermediate and long-range planning programs, and how these plans may affect public vocational education programs
4. To develop better understanding of supervision and teacher education programs, and how these services may help to fulfill industrial needs
5. To identify leadership techniques used in industry which may be valuable in organizing and developing effective vocational education programs
6. To identify areas of leadership development which enhance employability, and can be made cooperative efforts by educational and industrial leaders
7. To develop a rationale and identify the needs for programs in vocational education that serve and meet the needs of industry

Under the leadership of the industry representatives present, participants assembled in small visitation groups and departed for a full day of personal involvement with industrial leaders from such major southern California organizations as Autonetics, Bendix Corporation, Long Beach Naval

Shipyard, McDonnell-Douglas Aircraft Corporation, Rocketdyne Division of North American Aviation, Shell Chemical Company, and TRW Systems, Inc.

WEDNESDAY, AUGUST 2

8:00 - 8:30 a.m.

SESSION NO. 15

TOPIC 22: Briefing for Education Visits

Following a full day of industrial visitations, conference participants gathered for instructions and assignments related to the second phase of the participation sequence - the school visits.

In preparation for the second day of on-site explorations, conference leaders "broke up" the teams formed for the industrial trips, again for the purpose of providing opportunity for maximum exchange between participants.

Employing the pattern established earlier, newly formed teams were instructed to select members to prepare oral and written reports; all reporters were advised to have their material prepared for presentation to the entire conference on the following day.

As was the case with industry representatives, liaison officers representing the schools involved in the second phase of the visitation program were present at the briefing session.

With new leaders, and new team members, participants departed for another full day of personal involvement, this time in the operation of schools representing a broad spectrum of public and private educational endeavor in southern California.

THURSDAY, AUGUST 3

9:00 - 12:00 noon

SESSION NO. 16

TOPIC 23: Effective Programs Through Cooperation

Oral reporters selected by visitation teams took the conference stage to present 16 three-minute resume reports of industry and school visits. Speakers were limited to the three-minute period by a prominently displayed timing device. Available to them was a battery of audio-visual aids.

Working from observation guideline sheets distributed by conference leaders, reporters demonstrated considerable skill in capsulizing a full day of activity in brief addresses. Duplication of highlight reporting was held to a minimum as speakers exhibited substantial ability to alter emphasis, add,

delete, and change their material - in a word, to reflect the flexibility essential to leadership.

The oral report session was completed in less than one hour as delegates responded enthusiastically to the precision approach introduced and maintained by conference leaders.

A high-pressure brainstorming session was conducted with the aid of a team of "idea recorders" who quickly noted suggestions on giant sheets of paper which were affixed to the walls of the conference room for easy, fast reference. Effectively employing the brainstorming techniques studied at an earlier conference session, participants literally flooded the moderator and recorders with concepts and ideas for subsequent refinement and discussion.

At the close of the fast-and-furious brainstorming session, participants quickly were formed into teams by the simple expedient of directing alternate rows of participants to reverse their chairs and begin table "buzz session" discussion of suggested topics.

Within 15 minutes, each group was asked to report, through an elected spokesman, the brainstorming concepts it considered most valuable for further, and more elaborate, consideration. Duplications were ruled out, and, again, spokesmen demonstrated remarkable flexibility in response to the challenge imposed by technique rules.

Climaxing the session, participants agreed upon a set of principal ideas drawn from two days of visitations; they agreed that the techniques employed had resulted in material which could prove the basis for months of study and work in their home districts.

Providing "the final arc in the circle" of education-industry cooperation, the session was climaxed by introduction of a panel of officials representing the organizations visited by conference teams two days earlier.

The panel was composed of "a new cast of characters" since none of the visitation leaders was included. Instead, the men assembled for participant interrogation all were management-level officials selected to present the views of their firms on the broad spectrum of education-industry cooperation in the area of vocational-industrial training.

Cards marked, "Your question, please," were distributed quickly to all conference participants for use during brief individual presentations by panel members. Cards were collected and questions directed to panelists for detailed response.

As an aid to delegates, conference leaders, in advance of the panel program, distributed a list of suggested question areas, thus insuring maximum exploitation of the opportunity to discuss mutual problems with qualified industry and education leaders.

All individuals involved - participants and panelists - quickly adapted themselves to the succinct-question-specific-answer format directed by the moderator, with the result that an optimum number of exchanges took place and no participant was excluded from involvement.

LEADERSHIP SKILLS

Lee W. Ralston

Panel Discussions

The panel is made up of individuals who possess certain special information or experience which it is desired to bring before a large group in relation to a specific subject. The structure of the panel includes a leader or moderator and three to seven panel members. The leader or moderator has the key responsibility for controlling the discussion. The physical arrangements usually provide for the panel members and the moderator to be seated at a speaker's table on a platform and facing the audience.

To provide for an effective panel discussion, the moderator must:

1. Prior to session:

- A. Prepare clear statement of problem and review procedure to be used
- B. Prepare panel members as to what to expect
- C. Check physical arrangements
- D. Arrange for recorder

2. Opening the session on time:

- A. Introduce panel members
- B. Present problem
- C. Explain procedure to group as to how and when they will participate
- D. Start the discussion

3. Operating the session:

- A. Distribute discussion between panel members
- B. Summarize when appropriate
- C. Call for group participation
- D. Watch timing for adequate distribution of discussion

4. Closing the session:

- A. Provide for summary of discussion
- B. Thank panel members, recorder, and group for their participation
- C. Close on scheduled time

In the panel discussion, there is no provision for a prepared statement or a speech but rather an informal discussion between panel members and members of the audience.

1:30 - 4:30 p.m.

SESSION NO. 17

TOPIC 24: Innovations in
Occupational Education

B. Gordon Funk
Supervisor
Industrial Education
Division of Secondary Education
Los Angeles City School Districts
Los Angeles, California

The high schools of the Los Angeles City School District traditionally have been organized on a comprehensive basis; therefore, each has conducted an industrial education program. Industrial education has been offered to students on two levels, industrial arts and industrial occupations. With the passage of VEA (P.L. 88-210), the offerings in the vocational-industrial occupations program have more than doubled. This program has been taught in five to ten related trade areas. For example, in the metal shop the student may gain salable skills as a machinist. Skills learned in the metal shop may be applied to such trades as plumbing, oil tool rigger, boilermaker, and many others.

Each high school in the district has at least seven shops. However, to meet community needs, some schools have as many as sixteen. It was recognized at the inception of the industrial occupations program that even at its full potential - and the placement to jobs in industry of graduates has been high - that the concept had some limitations. First were those imposed by the cost of industrial-type equipment and the financial burden of keeping this equipment up-to-date with the technological changes in industry. The second restriction of the family of occupations shop was the fact that the teacher could not be the master of all skills and crafts represented. The third limitation stemmed from the complexities of the industrial world of work, so that even in the schools with sixteen shops, many occupations could not be taught.

In order, therefore, to meet more fully the needs of youth in our high schools, a new program labeled "industrial skills" has been organized which, as a supplement to the ongoing program, overcomes some of the limitations of the industrial occupations program. The industrial skills program is

conducted during out-of-school hours - late afternoons or on Saturdays. The classes are taught by the regular staff who have had recent industrial experience, or by part-time teachers from industry. The curriculum offered in this out-of-school training program is focused on a specific trade or occupation with the objective of immediate application of the learning skills to a job; it never duplicates the regular school offerings. The classes are conducted in industrial plants or, if in school facilities, with additional leased or loaned equipment. The classes conducted in industrial plants have been most successful because the students are motivated by the environment.

The industrial skills classes achieve the flexibility needed for an effective vocational program through some of the following:

1. The classes can be organized so that the training time is geared to the needs of the occupation, not to a semester. This freedom allows a class to meet for 12 six-hour sessions to learn, for example, basic operations of driving a fork-lift truck. It does not make the "graduate" a fully qualified operator but gives him enough skills to get started on a job. Other occupations may have different time allotments.
2. The industrial sites, leased for a token amount, also have the advantage of flexibility in training since production equipment is constantly being modified as technology advances.
3. The classes, since they use industrial plants or augmented school facilities, do not represent a financial commitment beyond the instructor's salary, supplies, leased equipment, and administrative costs. This freedom from capital investment provides for flexibility since the program can be geared to the current employment needs of industry. In the case of fork-lift truck operators, for example, we know from the California Employment Service that there is an immediate need for several hundred. When this need is filled, the class can be terminated.
4. In the example cited above, several industrial facilities were available on Saturdays for the training program. It is hard to conceive, however, that a comprehensive high school or, for that matter, a trade school, could offer training for fork-lift operators on the school site. By using industrial plants, the skills classes can be as flexible as the needs of industry demand.

An unexpected value of the six-hour class time on Saturdays has been the appreciation gained by the student of the physical requirements of a work day. Because of small classes, lack of interruptions, and the long period of teacher-pupil contact in homogeneous groups, another great value of these industrial skills classes has been in the guidance area. Testimony from students support this factor.

In order that the skills learned apply immediately to a job situation, the enrollment in the industrial skills classes is currently limited to twelfth graders. Future plans include possible enrollment by high school students

from other grades, either for more extended training programs or job preparation for the dropout. Wherever applicable, a prerequisite for enrollment in an industrial skills program has been a subject major in the area; for example, a major in auto mechanics is a prerequisite for an industrial skills class for muffler and shock absorber installer. For meatcutting and butchering, for dry cleaning and pressing, or for typewriter repair classes there is no subject matter prerequisite, and students are selected on the basis of interest and aptitude.

This school year, the second for the industrial skills program, over 60 classes are planned. Programs will be conducted in widely separated geographic areas, but all classes will be available to qualified students with the condition that they provide their own transportation. Every skills class is organized with the cooperation of industry-labor-management committees. Ultimately, industrial skills classes will be limited only by interest of students, availability of industrial training facilities, and job placement opportunities.

Following is a partial list of the industrial skills classes offered during the school year 1966-67.

Appliance Repair	Furniture Upholstery
Auto Body and Fender Repair	Masonry and Concrete
Carpentry - House Construction	Motorcycle Repair
Combination Welder	Nurses Aide
Copy Preparation for Offset Duplicating	Offset Lithography
Electro-Mechanical Control Systems	Plastics - Processes & Tooling
Engine Reconditioning	Production Power Sewing
Furniture Refinishing	Radiator Reconditioning

Some of the above classes were offered at several different sites. Also, as arrangements are made with industry after employment needs are identified, classes are started at any time during the school year.

FRIDAY, AUGUST 4

9:00 - 11:30 a.m.

SESSION NO. 18

Group Reports

Following the instructions given in Session 4, each small group gave its oral report supported by visual materials. Throughout the reports it was assumed that the audience was a board of trustees and that those making the reports were a group of consultants. Written reports accompanied each oral report.

TOPIC 25: The Role of Professional Organizations

Alton D. Ice
Director
Professional Services
American Vocational Association
Washington, D.C.

The voluntary association concept has been around for centuries; but as is the case with many other aspects of our society, there has been considerable expansion and refinement during this century and especially during the last 25 years.

There are associations representing their membership in over 250 fields, of which education is one. The American Society of Association Executives has been around for nearly 50 years and renders many valuable services to associations. Some of their concerns include - professional development of the membership, and they have a Chartered Association Executive program. Another important area to many associations, including the American Vocational Association, is the convention, and they have recently initiated a program of "Meeting and Convention Report Service" which promises to be very useful to AVA in planning better conventions. Of course there is the Journal, the convention and numerous workshops conducted by ASAE for the improvement of their membership.

Through the ASAE I have made several observations, and these include - there are new associations being formed, some are being disbanded or otherwise terminated, others are merging, reorganizing and taking other actions in keeping with the needs of those they serve. Many associations have made education and training of their membership one of their most important functions. These are financed by rather large registration or enrollment fees. The response has been great and must be rendering a much needed service because the membership supports this effort. The membership has a rather vital way of expressing their acceptance or rejection of what an association does - they either join and support the organization, or they don't.

I find myself thinking sometimes - do our people have such diverse needs that we have associations in 250 fields which total into the thousands and even hundreds of associations in the one field of education. I guess I'm about as frustrated as an elderly gentleman in our community some 30 years ago when a new, paved, U.S. highway was constructed through our area. He had lived on his farm most of his 70 years and had observed two or three vehicles use the dirt road each day, and when they opened the new highway and he observed that hundreds of cars used the highway each day, he was heard to remark - surely all of those people couldn't be going someplace, there just aren't that many places to go. He would really be frustrated today if he lived near one of our busy expressways which carries thousands of vehicles each hour.

I have been in association work for some seven years as an executive, and as an officer and worker prior to that. I have had the question asked many times - why all the associations? Why can't you people get together?

These questions are especially common around dues paying time. The local teacher is confronted with his local teacher association, possibly an area or regional organization, the state association, and the national organization. In addition he is concerned with his general education association, probably a classroom teachers organization, his subject or in our case the vocational association, and there are others. Many of you in supervisory, administrative, and teacher education positions would have other groups with which you would join.

The Secretary General of the World Confederation of Organizations of the Teaching Profession recently said, "Organizations, like individuals, gain strength by accepting their responsibilities as well as by claiming their rights. Indeed, neither can be achieved without the other."

I'm afraid that we in our professional organizations have done a poor job with our membership, in creating the proper attitude and understanding of how the organization functions. Too often we have communicated, and I hope not deliberately, that you join and we will take care of your needs. The member then follows - now that I've paid my dues, let's see you, the association, do your job. This ole dog just won't hunt.

A professional organization provides a forum for persons of similar backgrounds and common interests to communicate with their colleagues through meetings, publications, and other means. Through the association the individual may also communicate with those outside his profession who are interested in his work, or who he needs for support of his work.

As individuals we may have an opportunity to be heard in small groups. However, in a country of nearly 200 million people, only the exceptional individual may be heard. For most of us, successful participation means participation through organized group action - even at the local level.

I trust that we have to this point established that it is imperative that we work together as a profession to best serve our needs and that the profession best serve the needs of those we serve.

To me, one of the most important factors in the success of any group is the esprit de corps - or I guess we could say just down right PRIDE. We need identification, and I recall a young lady who did a good job of putting this into perspective. She said, "My great grandfather was William Howard Taft, the 27th President of the United States. My grandfather, Robert Taft, was a United States Senator; my father is a member of Congress, and I AM A BROWNIE."

I believe there is a pride among vocational educators that is not known elsewhere in much of our education system. We believe in what we are doing. We believe that the job must be done. Vocational educators have rendered a great service in times of peace and war. The job is certainly not complete; in fact we might say that it has just begun. There have been very discouraging times during the past 50 years as dedicated leaders have championed

the cause of vocational education. So strong has been the dedication of vocational educators that they have done miracles in the amount of vocational education that has been done with the dollar resources available for the job. For the well-being of our nation, it is regretful that more money was not available. Even though the hour is late in our efforts to meet the needs of our citizens in preparing them for the world of work, I sincerely hope that our nation will adequately respond to this most urgent need.

The American Vocational Association is unique in that it addresses itself to the effort of preparing people for the world of work. AVA is the second largest educational organization in the nation - there is considerable difference in size of the first and second - but we still have the distinction of being the second largest. AVA has many roles to play, as conceived and directed by vocational educators who are members of the association. These roles include:

- * The organization must speak with effectiveness for the collective thinking and planning of vocational education throughout the country.
- * The American Vocational Journal keeps AVA members up to date on national trends, developments in each field of service, and brings to their attention many opportunities for professional improvement. With a grant from 4(c), the Journal will carry a sixteen-page research dissemination section, beginning with the September 1967 issue. The journal is published September through May, on a monthly basis.
- * The association carries on a valuable program of research and publishing through several very active standing committees. This effort is an attempt to deal with subjects which are not researched nor published by other groups or which require special treatment in behalf of vocational education.
- * The annual convention provides an opportunity for some 5,000 vocational educators and others interested in vocational education to discuss problems, exchange ideas, relate successful experiences, and plan for the future expansion and refinement of their educational programs. Speakers have an opportunity to discuss vital problems facing vocational educators. Commercial and educational exhibits are provided to assist participants in reviewing the latest equipment, teaching aids, and materials. This year we expect to add an architectural exhibit and a placement service. Convention activities provide inspiration and enthusiasm, stimulate new thinking, and give professional direction to a substantial and representative group of the membership. The policy of holding the annual convention in different sections of the country each year contributes much to the accomplishment of the convention objectives.
- * Cooperation with other associations and agencies is one of the most important and constructive functions of the AVA. A close working relationship is maintained between the AVA office and various government agencies which are concerned with the program of vocational education. A sizable

part of the 300 agencies referred to earlier are concerned with vocational education. Almost every day we are contacted by an individual or group who has an interest or concern in the area of vocational education. A number of writers are in almost constant contact for information and direction; commercial firms seeking information upon which to expand their business. I have personally briefed groups from Hong Kong, Brazil, Germany, Peru, Romania, Thailand, Yugoslavia, Turkey, and many groups from within our own nation within the last six months. They want to know what is going on in vocational education.

- * The AVA has always demonstrated a keen interest in national legislation which affects vocational education, as well as the policies and administration of such legislation. The AVA office is a source of information and advice to our national legislators and government officials in matters pertaining to vocational education. It also serves as the focal point for disseminating information to the states, while they in turn work with their members of Congress to bring about the desirable legislation.
- * It is through the AVA that much educational leadership is exercised. As information, trends, and other factors are evaluated, it is the responsibility of the association to give direction and support to activities which strengthen, develop, and promote vocational education.
- * Many of the activities of the AVA Washington office are directed toward strengthening the state associations which are affiliated with the national organization. The program of vocational education and the individuals connected with it are best served when there exists in each state an organization representing the vocational educational interests of the state. A staff member was added within the last two years to work in this area. The state and local activities are the life blood of AVA. AVA conducts no vocational programs - we enroll no students - we have no graduates who succeed because of what they learn from us - but these things do happen in all the states and in the schools where vocational education takes place. It is as the teacher deals effectively with the needs of his students that vocational education gets its heart beat, and this is brought about by teacher educators as they prepare their students and good supervision as their skill is applied for the most effective utilization of the teacher.

Each state association sends one delegate to the AVA House of Delegates for each 100 members or major fraction. During the annual session of the House of Delegates, the group approves a program of work, sets policies through resolutions, and elect officers. The AVA Board of Directors is the administrative body of the association and form policies relating to administrative procedures of the association. The six divisional vice presidents, who serve staggered three-year terms, the president, past president, and executive director constitute the Board. The presidential candidates are nominated by the House of Delegates and elected by a mail ballot of the membership in March of each year. The executive director is elected by the Board.

The AVA staff has increased in recent years. Lindley H. Dennis was employed as the first Executive Secretary in January 1934 and served until January 1950, when Dr. M. D. Mobley assumed the position. He served until January 1966, when Mr. Lowell Burkett assumed the position of Executive Director. Mr. Burkett had served eleven years as Dr. Mobley's assistant. I joined the staff in August 1965, Miss Mary Ellis came to AVA in November 1965 as Director of Field Services, and Miss Mary P. Allen was appointed as Director of Public Information in July 1966. Dr. Mobley served as Coordinator of the AVA/TURKEY project until his death, and Dr. Walter Jones served in the interim. This place is now filled by Hoyt Turner, who has been Turkey working with our government. He is a vocational educator and before working with government programs was in Georgia. We have six persons in Ankara on the project to develop T&I Teacher Education programs. On July 1, 1967, Dr. Tom Olivo of New York became the Director of Research, and Mr. John Hudson became the Director of Post Secondary Development, a position being funded by the Sears Roebuck Foundation.

The AVA staff is in the Washington office to carry out the policies of the membership and board. It could be said that we are the "watch dog of the profession." We are dependent upon the membership, committees, and others as we execute the policies of the House of Delegates and Board.

The increased interest in vocational education is gratifying, and it is also a lot of work. We are very pleased that our membership has grown some 3,000 each year the last two years, but it is discouraging that scarcely over 50% of the vocational educators in the nation are members of their professional organization. It would appear that we have not done an effective job of communicating the professionalism in vocational education. I will not get into the complex problem of membership. But we have much work to do in this area, as well as others. A committee will convene in Washington Monday to consider further the reorganization of AVA. It is our sincere desire that vocational educators and those working in and interested in vocational education will have a place in the organization in which they can feel at home. Some of our state associations have not made provision for the broad classifications of membership.

TOPIC 26: Leadership -- Vocational
Education's Greatest Need

Clodus R. Smith
Director, Summer School
University of Maryland
College Park, Maryland

My comments today will dwell on three major points: (1) I shall attempt to reconstruct a recent history wherein a need for leadership development has become critical; (2) I shall discuss with you the nature of leadership; and (3) I should like to suggest a program of leadership development that is philosophically more broadly based than the set of seminars or institutes in which we are currently engaged.

Need for Leadership Development

Let us review the recent changes that have occurred since the passage of the Vocational Education Act of 1963. These changes are indicative of the need for expansion and improvement to meet the demands of the times.

Enrollment in vocational education may increase from 1,770,696 in 1960 to 6,000,000 in 1975.

The number of teachers needed for this period of time will increase from 65,000 to 350,000 at a pupil-teacher ratio of 40 to 1.

Local supervision and administrative personnel numbered 4,108 in 1965, and the need is projected at 7,525 in 1975.

These figures raise certain questions in the minds of those concerned with vocational-technical education:

- * Has our capability to provide creative leadership kept pace with this record growth?
- * Do we have the managerial, supervisory, and administrative complements at the state and Federal levels to release the capabilities of local staffs and properly serve the public in keeping with the intent of Congress?
- * Is there sufficient support to fulfill responsibilities at these levels?

To support local programs, the number of state staff members needs to double for the period of 1965 to 1975.

The number of professional employees assigned to the Division of Vocational and Technical Education, Office of Education, was 83 in 1965, and the need in 1975 is projected to be 146.

Our statistics show that there is a "leadership vacuum" in vocational and technical education. The lack of readily available leaders should be recognized as a normal result of a program that has experienced dramatic growth. Certainly this applies to our current vocational and technical education programs. This lack, however, is a critical factor in the development of state and local programs. We might simply observe here that ours is a program based at the local and state level as contrasted with the Office of Economic Opportunity and its many nationally-based activities.

It could be argued that a direct proportional increase in Federal and state personnel in these areas is inadequate to support the increase in program activities. New programs, serving new clients in increasingly complex programs funded from multiple sources, require the talents of personnel from various disciplines. Never in the history of vocational-technical education

have we faced such a multiplicity of problems and the need for immediate and long-range planning at the Federal, state, and local levels. Not until the mid-60's did we begin to hear about the implications of sociology, psychology, manpower, economics, and multi- and interdisciplinary approaches in vocational education.

With the advent of PPBS, PERT, NYC, CAP, CAMPS, MDTA, to name a few, it seems obvious that new leaders with new talents are needed to organize and structure comprehensive programs to offer educational opportunities to all persons who may benefit from them.

In short, we need more middle management personnel and we need staff members with abilities which heretofore have not been involved in vocational and technical education. New personnel should have the benefit of pre-service and in-service training programs to acquaint them with their new responsibilities. Our responsibility is new, the challenge is great, and our needs are different. In our democratic society only those institutions that do the most efficient job of developing and applying the best ideas, concepts, skills, and knowledge will survive. To expect us to fulfill the new mission with existing staff and to utilize shop-worn concepts and procedures is to commit us, as a profession, to almost certain failure.

The Nature of Leadership

In the face of a shortage of leaders in vocational education, we might also assume that there is a scarcity of potential leaders. Even here, however, there is reason for honest doubt. In his challenge that a state staff member should be more of a leader and less of an administrator*, Wesley P. Smith pointed out that vocational education has reached maturity. Along with becoming more complex and offering a broader range of service, it has developed a sizable group of careerists who have talents for leadership and service. These need to be selected, screened, and prepared for existing positions of responsibility and those which will arise in the future.

The common criteria for recruiting potential leaders are usually education, intelligence, and aptitude. As educators, we recognize that all behavior is learned and that attitudes, appreciations, and understandings can be developed. This is our stock in trade.

Here at UCLA you have been participating in a planned experience program to develop some of these qualities and to gain new insights into human behavior as both a leader and as a follower. This is evidence of our belief that these qualities can be developed in potential leaders and refined in existing leaders. Both are represented in this seminar.

The development of leaders is an extremely complex task about which we currently know far less than we need to know. There are a few generalizations

* National Leadership Development Seminar in Vocational-Technical Education, University of California Alumni Center, Tahoe City, California, August 1, 1966.

about leadership which have developed over a period of time. Based on the hope and assumption that you have been selected to conduct similar programs at the state, regional, or local level, I am pleased to leave them with you.

1. Some persons have more and better equipment for leadership than others.

Leadership demands certain constitutional and temperamental characteristics which cannot be inculcated by training alone. Fundamental in the development of leadership are certain aspects of personality and character. The prime consideration in any sound leadership development program is the discovery of means by which to identify and to develop persons with leadership potential.

2. Leaders want to succeed.

Among the factors which one must look for in the selection of potential leaders is that of motivation. The leader must have ambition of a general nature which urges him to do well whatever he undertakes.

3. The most appropriate leader for a given situation may depend upon the task.

The task for which leadership is required is a critical factor which may be taken into account in any leadership development program.

4. Leadership is not to be confused with mere verbal facility.

Leaders are often articulate and almost always able to communicate with members of their group. But many leaders are not good public speakers. The ability to be articulate is not to be equated with the capability to communicate.

5. An individual must learn to be a leader and to accept leadership responsibilities.

Like all other behavior, knowledge, and understanding, leadership abilities can be developed. All behavior is learned, according to psychologists. Developing one's capacity for leadership requires one to come to grips, at first hand, with real leadership problems. It is at this point that the principles of learning are to be observed.

6. Leadership is not the sole determining factor in group movement or organization development.

It is true that the effective leader will make significant contributions to the group, but the degree to which this happens depends on his recognition that leadership is, in part, group property.

7. There is no uniform standard path or pace for the development of leaders.

The growth of persons is not a mechanical process. People differ and

they grow in different ways and at varying speeds. Personality affects our ability to lead people and how we go about it.

8. Leadership requires fundamental personal strength.

The personal strength we speak of is the human spirit which is a source of great power. It is the recognition and utilization of this strength which permits many to overcome personal problems and to rise to the demands of the situation.

9. Leadership capacity, for some, will come only after profound personality changes.

We have all known many would-be leaders and "also-rans" who have wished to lead for the wrong reasons. Usually a hyper-ego, self-centered person or a person who is disturbed in some other way may have strong reasons for being in front of a group. We do a disservice to our profession and organization by asking a misguided person to become a leader. Already unsure of himself but afraid to refuse, he may take on a task which tremendously increases his insecurity.

10. There are internal and external conceptions of leadership.

The acceptance of a leadership responsibility carries with it an obligation to oneself and to one's organization. Leaders must be aware that the formal organization by its nature resists change. It must be recognized that leaders cannot at all times serve the purpose of the organization and be accepted as popular with the group members. The leader's responsibility is to help the group move toward its goals but always within the framework established by the organization to which he is responsible.

A Suggested Leadership Development Program

Because each of you has been identified as a leader and as a person having leadership responsibilities for identifying other leaders, I should like to suggest six phases in a leadership development program in which you may become involved. Here we are not speaking of leadership development seminars, but something much more comprehensive. The first three of these are routine procedures in such a program, while the final phases relate to more subtle aspects of the program.

1. An inventory of possible leaders based on personal contact.

It is essential that persons responsible for staffing or manning an organization have wide contact with possible leaders both within and outside the organization. These contacts must be more than casual or superficial in nature and must be sufficiently intimate to facilitate judgment for the kind of contribution these persons could make to the organization.

2. An audit of all tasks within the organization for which leadership is required.

This is, in essence, utilization of the vocational concept of job analysis. The audit should be a discriminating list which indicates the specific requirements of each leadership skill to be developed and will identify specifics for each position where special characteristics of leadership, such as imagination, consideration, and initiative, are required.

3. Planned strategy for placing and developing leaders.

The essence of this step is to mesh the first two steps. Good strategy here calls for the initiation of a program that recruits persons with ability or potential ability to prepare them for leadership roles in the situations in which leadership is now required or likely to be required.

What has been suggested as the first three steps are mechanics of the program. They are simple, uncomplicated in nature, and widely known. The next three steps stress the importance of the intricate task of helping leaders develop.

4. Develop a framework for appraising groups, tasks, and leaders.

The qualitative aspects must not be forgotten or overlooked. We must pay close attention to what the leader must be and what the leader must do.

5. The development of a program of supervision.

There is a definite need of an appropriate organization within which developing leaders can continue to be supervised and developed within the field of vocational education. A skilled and supportive adviser, through regularly arranged leadership development meetings, holds perhaps the greatest promise to provide the most fruitful means of leadership development at this level.

6. The development of leadership courses, seminars, and institutes.

There are several important dimensions which should be a part of leadership courses, seminars, and institutes. These are (a) actual knowledge including organizational functions and procedures and resources available in the organization; (b) understanding of people, their needs and relationships, the characteristics of group life and the requirements of leadership in the various types of group settings; and (c) developing and using leadership skills.

You are currently experiencing these activities. I should like to commend the Office of Education for the insight and support it has given this type

of activity. There are perhaps 40 such institutes that have been funded during the current year. I am of the opinion that the value of these activities will be most beneficial and lasting to the profession in which we are engaged.

In summary, it seems certain that a society which supports education as one of its tools of self-preservation and self-improvement will not long be patient with that sector which is no longer able to fulfill its role in society. It is clear that educational leaders are faced with challenges which will not diminish and which cannot be ignored or taken lightly.

The importance of selecting men of potential ability, of giving them responsibility, consistent support, opportunity of sharing their problems with their peers, and the friendship and counsel of an experienced leader may indeed be the key to the success of a leadership development program.

The need is great for a quantity of high quality leaders. So are the opportunities for interested educators. But with the expanded opportunities must come assurance that the quality of leadership is commensurate with the increased responsibility of the individual and expanded goals of education.

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ABSTRACT					
The purpose of this Leadership Development Seminar was to provide an intensive educational program for developing understandings, abilities and attitudes for more effective leadership by the professional personnel in the states. The participants in the seminar represented the leadership-action level of personnel throughout the nation and from the Office of Education. The program focused upon skill development in task force, structured conference and other leadership techniques. With the knowledge of up-to-date legislation, current trends, and new ideas in vocational education, the participants will be able to function more effectively at state and local levels and involve state personnel in similar state and local programs. This seminar was held at the University of California, Los Angeles, California.					

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